

Skills
Development
Scotland

**Foundation Apprenticeship
in Civil Engineering at SCQF level 6
Learning Provider Guide to
Support Employers**



Harley

former Foundation Apprentice
now Modern Apprentice

Aims

The aim of this guide is to support Learning Providers to identify and discuss with employers' appropriate activities for learners during a Foundation Apprenticeship work placement.

It provides the following information:

- What are Foundation Apprenticeships?
- The definition of work-based learning in the context of Foundation Apprenticeships
- How a Foundation Apprenticeship is delivered
- How employers can support learners
- An understanding of the Scottish Vocational Qualification (SVQ) units within Foundation Apprenticeship qualifications
- Practical examples of work-based activities and evidence for the SVQ units within the Foundation Apprenticeship in Civil Engineering at SCQF Level 6
- Links to useful resources

“Choosing a Foundation Apprenticeship opened my eyes to the opportunities that are available and helped me develop relevant skills and knowledge”

Harley, former Foundation Apprentice now Modern Apprentice



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now Modern Apprentice

What are Foundation Apprenticeships?

Foundation Apprenticeships are designed to provide school pupils with industry experience whilst gaining a work-based learning qualification at the same level as a Scottish Higher (SCQF Level 6).

A Foundation Apprenticeship is an industry-recognised qualification, designed to offer valuable insight and experience of the world of work. Delivered by learning providers in partnership with employers, knowledge gained is supported through a series of practical activities including industry projects or placements undertaken virtually and/or in person.

Foundation Apprenticeships at SCQF Level 6 are available in a wide range of subjects that are linked to the growth sectors of the Scottish economy:

- Accountancy
- Business Skills
- Civil Engineering
- Creative and Digital Media
- Engineering
- Financial Services
- Food and Drink Technologies
- Hardware and System Support
- Scientific Technologies
- Social Services and Healthcare

¹ The term 'learners' is used in this guide to refer to pupils.

- Social Services Children and Young People
- Software Development

What is work-based learning and how does it apply to Foundation Apprenticeships?

For the purposes of this guide, work-based learning means learning that is directly linked to skills and knowledge required to operate competently in a workplace. A major component of a Foundation Apprenticeship is the sector specific work-based learning. In this context, work-based learning relates directly to the activities undertaken by learners whilst they are on a work-placement.

This provides the first-hand experience for learners to acquire sector specific skills, apply knowledge and reflect on their learning. These activities count towards the overall learning and assessment of the units from the Scottish Vocational Qualification (SVQ) within each Foundation Apprenticeship.

How is a Foundation Apprenticeship delivered?

Foundation Apprenticeships are chosen as a subject choice in S5 or S6 and taken alongside other National and Higher qualifications. Pupils work towards the Foundation Apprenticeship qualification over either one or two years.

Learning providers work alongside employers to develop the knowledge and skills learners need to meet all the outcomes of the Foundation Apprenticeship qualification. This includes the classroom-based teaching of knowledge and understanding elements of the Foundation Apprenticeship undertaken with the Learning Provider. This is combined with work-based learning opportunities with an

employer to provide learners with the experiential learning they need to apply their learning directly in the workplace, ultimately to meet the requirements of the SVQ units of the Foundation Apprenticeship qualification.

Learners attendance depends on whether they take part in a 1 year or a 2-year programme.

- 1 year = 1 day with employer and 1 day or 2 half days at college or training centre
- 2 years = 1st year – 1 day a week at college or training centre with some employer input = 2nd year = 1 day a week at work placement.

Attendance on the programme will be a mix of classroom-based activity and employer placement. The placement element is typically one day per week but can be flexible to meet the needs of the sector and employer for example, block intake.

Employer involvement

The involvement of employers is a critical aspect of Foundation Apprenticeships and includes:

- Providing learners with a work placement to enable them to gain valuable experience in the workplace
- Providing learners with appropriate work-based opportunities to enable them to develop their learning and skills
- Ensuring all work-based learning provided is based on current expertise, equipment, practices and processes
- Setting employer led projects industry challenge projects

Employers may also be involved in other activities, for example, the recruitment and selection process, guest speaking, coaching and mentoring, and in the assessment of practice of learners.

The learning provider meets regularly with employers to provide on-going support and ensure learners are being supported and are working on the right types of activities.

Scottish Vocational Qualification units

It is important that employers understand the SVQ units within a Foundation Apprenticeship, as this will help them to provide learners with access to work-based activities that are relevant to the SVQ units they need to complete.

Within every Foundation Apprenticeship there are a number of SVQ units which relate to a particular occupational function, and which provide the standards upon which competence is assessed in the workplace.

SVQ units are derived directly from National Occupational Standards (NOS) which describe what an individual needs to do (performance criteria), know and understand (knowledge and understanding criteria) to demonstrate competence in the unit. Evidence (assessment) requirements specify the type and amount of evidence required for the unit and are developed

by an Awarding Body to complete the unit development when it is used to form part of a qualification structure.

Learners must provide evidence they are competent across all criteria to meet the requirements of all SVQ units within the Foundation Apprenticeship. All evidence is assessed against the standards and leads to an overall judgment being made by an assessor on whether the learner is competent or not yet competent. Where a learner is found to be not yet competent in any part of the standards, they will be given the opportunity for further training and to provide further evidence for assessment at a later date.

Acceptable performance in a unit will be the satisfactory achievement of the standards set out in the SVQ unit specification. Every SVQ unit has knowledge statements which underpin competence.

About the assessment of SVQ units

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Assessment of the SVQ units involves generating and collecting evidence of a learner's attainment of knowledge, understanding and skills and judging that evidence against defined standards.

The Guide to Assessment covers a wide range of assessment methods in unit assessments for school, college and workplace qualifications as well as external assessment for National Qualifications. There are three essential forms of assessment: observation, product evaluation and questioning. Assessment can also use a combination of some or all of the three forms. All assessment methods, such as a project or performance, can be classified under one or more of these forms.

SVQ units are assessed internally by centres, this means that work-place assessors are responsible for deciding whether evidence meets the standards for SVQ units. The assessors are identified by the centre, they are occupationally competent in the role and professionally competent in conducting work-based assessment (or working towards this). The internal assessment decisions

are externally verified by the Awarding Organisation who offers the units.

Evidence must meet the following requirements:

Valid	The assessment method chosen will be appropriate to the standards being assessed. It will produce evidence relevant to the standards.
Authentic	The evidence will be the learner's own work.
Current	The evidence will exemplify the current level of the learner's performance.
Reliable	The assessment decision is comparable and consistent with other assessors within the centre.
Sufficient	The evidence will demonstrate competence over time (e.g. not just a single occasion).



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Links to useful resources

Foundation Apprenticeship Guidance Note:

[Civil Engineering Framework](#)

This document provides all the information needed to deliver the Foundation Apprenticeship in Civil Engineering at SCQF Level 6

[Developing the Young Workforce](#)

Work Placements Standard: This document sets out the expectations for a young person, school, employer, local authority and parent/carer, before, during and after work placements. Refer to this document for information to help improve the quality of learning in the workplace.

[SQA Guide to Assessment](#)

This guide is designed to provide support for everyone who assesses SQA qualifications. It covers the full range of SQA qualifications and is based around the principles of assessment, that all qualifications must be valid, reliable, practicable, equitable and fair. Refer to this document for information on unit content and standards, methods of assessment and acceptable evidence.

[FA Placement Options](#)

[Meta skills support documentation](#)

[Employer Welcome Pack](#)

This guidance has been developed to share best practice and support employers to get the best experience from their involvement in Foundation Apprenticeships

Practical Examples

Examples of activities and evidence for the SVQ units: A Foundation Apprenticeship in Civil Engineering at SCQF level 6 (GL51 46)

These examples support employers with identifying suitable work-based activities to develop the practical skills of S5 and S6 pupils during the work placement component of the Foundation Apprenticeship in Civil Engineering at SCQF level 6 (GL51 46).

The Foundation Apprenticeship in Civil Engineering at SCQF level 6 includes two SVQ units, of which the learner must take one:

- HH8C 04 Maintain Professional Relationships and Practice in Built Environment Design (part of the SVQ in Built Environment Design at SCQF level 6)
- HA3P 04 Develop and Maintain Working Relationships and Personal Development in Construction (part of the SVQ in Construction Contracting Operations: Site Technical Support at SCQF level 6)

The SVQ units are delivered and assessed while on placement on the workplace. The table below provides generic examples of typical work-based activities and examples of possible evidence which may support the

development of the practical skills within each of the SVQ units. Please note, these are examples and are not intended to be prescriptive. Some examples of activities and evidence are holistic therefore may cover several performance criteria (and knowledge and understanding) within a unit and/or across units, as opposed to aligning with a single performance criteria. This supports good practice in the holistic approach to assessment, which in turn reduces the volume of evidence required by learners and reduces bureaucracy in assessment.

It is important to note not all work-based activities may be suitable for a pupil to undertake (e.g. not an employee). For example, there may be a legislative reason a pupil/non-employee cannot conduct a particular activity within a workplace.

HH8C 04 Maintain Professional Relationships and Practice in Built Environment Design

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>Maintain relationships with other people</p> <p>P1 Maintain working relationships with people which promote good will, trust and respect</p> <p>P2 Inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency</p> <p>P3 Offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments</p> <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Working on a construction project ■ Writing a mission statement for the project ■ Analysing the level of communication that goes on in the delivery of construction projects ■ Making a checklist of all the people involved directly and indirectly with a project ■ Recording information required and who it is from ■ Developing and producing a plan to improve communication <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Personal statement explaining how the learner maintained relationships with other people ■ Recorded professional discussion with the learner (written, audio, video) identifying: <ul style="list-style-type: none"> - How the learner offered advice, support and clarification during briefing activities and how it was recorded - Confirming the completion of activity ■ Learners' performance appraisal and multi-source feedback with reflection <p>▶ Continues on next page</p>

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P4 Clarify with people objections to proposals and resolve conflicts and differences of opinion in ways which minimise offence, whilst also maintaining good will, trust and respect</p>	<ul style="list-style-type: none"> ■ Maintaining records of communication including: <ul style="list-style-type: none"> - Who is communicating? - The method used (i.e. email, formal report, word of mouth, telephone call, text message, etc) - The frequency - A rating of how effective each communication is based on the outcomes ■ Discussing in a group, approaches to implementing change without causing offence or conflict ■ Deciding on best approach to accommodating change ■ Recording and prioritising key actions as a project manager and discussing them with a peer ■ Obtaining the construction organisational structure and using it to identify: <ul style="list-style-type: none"> - The different functions (or departments) in the organisation and what each does - How many colleagues are in each department and are at each level, i.e. managers, operative staff (craft/semi-skilled), team leaders - The number of staff in the learner's team ■ Identifying what project activities can be delegated effectively to team members to increase the success of the overall project 	<ul style="list-style-type: none"> ■ Organisational resources, including; people, equipment, materials, work schedule, graph/bar chart, method statement ■ Witness testimonies of the learners' work from relevant people within or outside the organisation ■ Reports by supervisors and managers
<p>Exchange information and present advice on technical issues</p> <p>P5 Obtain information which is sufficiently detailed for the purpose</p> <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Interpreting drawings, specifications, schedules and risk assessments related to the project ■ Producing a technical report <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ References to architect's drawings, specifications, written working instructions, work schedule graph/bar chart used ■ Records of risk assessments, material safety data sheets and method statements used <p>▶ Continues on next page</p>

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P6 Present technical information and advice which is complete, summarised accurately and relevant to technical issues</p> <p>P7 Present technical recommendations which are clear, accurate and valid, and which represent the best advice possible given the information and resources available</p> <p>P8 Give technical instructions and guidance which are likely to be understood by the people who will follow them</p> <p>P9 Present technical information and advice using a style of communication which is appropriate to the purpose and people receiving information and advice</p> <p>P10 Adapt and modify technical information where people are having difficulties in understanding it</p>	<ul style="list-style-type: none"> ■ Producing a technical report ■ Delivering a presentation ■ Holding a briefing session with members of the project team 	<ul style="list-style-type: none"> ■ Information obtained from alternative sources about the work to be carried out: <ul style="list-style-type: none"> - Customer(s) or their representative (minutes of meetings) - Suppliers (brochures, web searches) - Regulatory authorities (local authority web searches, water authority web searches) - Manufacturer's literature (brochures, web searches) ■ Evidence of following the organisational quality requirements; ■ Organisational resources; people, equipment, materials (work schedule graph/bar chart, method statement etc)
<p>Operate within an ethical framework</p> <p>P11 Operate in accordance with recognised good practice</p> <p>P12 Identify the limits of your professional expertise and working within them</p> <p>P13 Take clear and unequivocal personal responsibility for personal decisions</p> <p>P14 Confirm the terms of reference and the expectations of the people involved in contracts</p> <p>P15 Review offers to see if they are illegal or may generate conflicts of interest and reject any that do</p>	<ul style="list-style-type: none"> ■ Locating the organisation's corporate induction and policies ■ Designing an induction process for new team members and discussing it with a manager or company directors ■ Researching issues of diversity and the principles of equal opportunities, as they relate to both staff management and the construction industry ■ Identifying what project activities can be delegated effectively to a team member to increase the success of the overall project ■ Producing a statement which outlines the commitment of the project team to care for the community and protect the environment in the immediate vicinity of the project (based on referenced research evidence) 	<ul style="list-style-type: none"> ■ Recorded professional discussion with the learner (written, audio or video): <ul style="list-style-type: none"> - Confirming the attitudes and behaviours necessary for professional practice - Identifying how the learner offered advice, support and clarification during briefing activities and how it was recorded ■ Personal statement explaining how the learner maintained relationships with other people ■ Evidence gathered through compliance with the National Occupational Standards; professional bodies/organisations standards ■ Working conditions; health, safety and welfare company policies, regulations and risk assessments

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>Organise and participate in meetings</p> <p>P16 Clarify the purpose of the meeting with the appropriate persons</p> <p>P17 Ensure that the agenda and other relevant documentation is prepared, produced and forwarded to the appropriate persons, within specified deadlines</p> <p>P18 Ensure that your contributions to the meeting are clear, concise and relevant</p> <p>P19 Ensure that contributions to the meeting help to clarify problems and identify and assess possible action</p> <p>P20 Make accurate notes during meetings to the necessary level of detail</p> <p>P21 Produce clear and accurate records of meetings in the standard format including agreed action points and within agreed deadlines</p> <p>P22 Ensure that people promptly receive records of meetings and decisions made</p>	<ul style="list-style-type: none"> ■ Assisting with planning, organising and recording weekly project meetings, making sure meetings are task-orientated and have purpose ■ Taking minutes of meetings, preparing them and disseminating ■ Checking what was agreed and giving feedback if something needs clarification ■ Completing all actions on time to help avoid unnecessary conflict and embarrassment 	<ul style="list-style-type: none"> ■ Confirmation of room bookings, attendance, copies of agendas, papers, emails sent to attendees and minutes of meetings etc ■ Documents produced through work-related activities such as reports and related material ■ Reports of learner's progress by supervisors and managers ■ Personal statements explaining how the learner maintained relationships with other people ■ Recorded personal discussion with the learner (written, audio or video): <ul style="list-style-type: none"> - Identifying how the learner considered skill set, current workload and personal development during the process and how it was recorded - Confirming how this activity could also be undertaken ■ Performance appraisal and multi-source feedback with reflection ■ Witness testimonies from people within or outside the organisation
<p>Undertake personal development</p> <p>P23 Identify your aims and objectives for undertaking personal development</p> <p>P24 Identify and contact sources of support and guidance for undertaking personal development</p> <p>P25 Agree relevant standards of competence against which personal development can be measured</p> <p>► Continues on next page</p>	<ul style="list-style-type: none"> ■ Mentoring ■ Creating a personal development plan to achieve needs in line with organisational requirements ■ Monitoring the personal development plan ■ Creating a mind map of various qualifications, job roles and previous experience for career progression <p>► Continues on next page</p>	<ul style="list-style-type: none"> ■ Evidence gathered through compliance with the professional bodies/ organisation's standards regarding CPD/PDP ■ Documents produced through work-related activities such as reports and related material ■ Reports of learner's progress by supervisors and managers ■ Personal statement explaining how the learner maintained relationships with other people <p>► Continues on next page</p>

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P26 Review the current personal level of performance against the identified standards of competence and identify personal development needs</p> <p>P27 Prepare a development plan for achieving identified development needs</p> <p>P28 Undertake development activities in accordance with the development plan, record them and review their effectiveness</p> <p>P29 Review achievement of identified development needs and record evidence of competence gained against the identified standards of competence</p> <p>P30 Review, revise and update aims and objectives to suit changing circumstances</p>	<ul style="list-style-type: none"> ■ Completing a SWOT analysis of current career progression and discuss it with group ■ Identifying a course of action that could move a weakness to strength and update personal development plan. ■ Preparing a CV that could be used as part of a bid response (identifying the learner's particular skills, training and attributes) 	<ul style="list-style-type: none"> ■ Recorded professional discussion with the learner (written, audio or video): <ul style="list-style-type: none"> - To identify how the learner - Considered skill set, current workload and personal development during the process and how it was recorded appropriately - Confirming how this activity was undertaken ■ Performance appraisal and multi-source feedback with reflection

Notes

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

Sources of evidence may include; samples, photographs; video evidence, emails, projects, work-based assignments; reports and related material, job logs, checklists, personal statements, records of professional discussion etc.

Physical Evidence may be gathered from domestic, commercial or industrial site activities; on-site meetings, briefings etc.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

HA3P 04 Develop and maintain relationships with people

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>What the learner needs to be able to do to demonstrate competence within the unit</p> <p>Develop and maintain working relationships</p> <p>P1 Develop and maintain working relationships with people which promote goodwill and trust</p> <p>P2 Inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency</p> <p>P3 Offer advice and help to people about work activities with sensitivity.</p> <p>P4 Present proposals for action clearly to people at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved</p> <p>► Continues on next page</p>	<p>which may support learners to develop the required practical skills in the unit</p> <ul style="list-style-type: none"> ■ Writing a mission statement for the project ■ Analysing the level of communication that goes on in the delivery of construction projects ■ Making a checklist of all the people involved directly and indirectly with a project ■ Developing and producing a plan to improve any weak points of communication ■ Maintaining records of communication including: <ul style="list-style-type: none"> - Who is communicating - The method used (e.g. email, formal report, word of mouth, telephone call, text message, etc) - The frequency - A rating of how effective each communication is based on the outcomes ■ Discussing in a group how you would approach implementing change without causing offence or conflict ■ Working with a project manager to record and prioritise key actions ■ Deciding on best approach to accommodating change ■ Recording and prioritising key actions as a project manager and discussing them with a peer <p>► Continues on next page</p>	<p>which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)</p> <ul style="list-style-type: none"> ■ Personal statement explaining how the learner would maintain relationships with other people ■ Recorded professional discussion with the learner (written, audio or video) confirming how this activity could also be undertaken ■ Performance appraisal and multi-source feedback with reflection ■ Organisational resources - people, equipment, materials (work schedule, graph/bar chart, method statement) ■ Witness testimonies from people within or outside the organisation ■ Documents produced through work-related activities such as reports and related material ■ Reports by supervisors and managers

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>◀ See previous page</p>	<ul style="list-style-type: none"> ■ Obtaining the construction organisational structure and using it to identify: <ul style="list-style-type: none"> - The different functions (or departments) in the organisation and what each does - How many colleagues are in each department and are at each level, i.e. managers, operative staff (craft/ semi-skilled), team leaders - The number of staff in the learners team ■ Identifying what project activities can be delegated effectively to team members to increase the success of the overall project 	<p>◀ See previous page</p>
<p>Optimise your own resources to meet objectives</p> <p>P5 How and why to set objectives for your work which are specific, measurable and achievable within organisational constraints (synthesis)</p> <p>P6 How and why to prioritise your objectives in line with organisational objectives and policies (analysis)</p> <p>P7 How and why to plan your work activities so that they are consistent with your objectives and your personal resources (synthesis)</p> <p>P8 How to estimate the time you need for activities realistically and allow for unforeseen circumstances (application)</p> <p>P9 How to delegate work to others in a way which makes the most efficient use of available time and resources (application)</p> <p>P10 How and why to take decisions as soon as you have sufficient information (evaluation)</p> <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Work with line manager to agree objectives and development a plan oh who to take forward objectives ■ Prioritising targets and agreed timesca ■ Re-negotiating deadlines or targets, when required and updating the original plans and highlighting the changes ■ Following organisational processes and guidelines for communications 	<ul style="list-style-type: none"> ■ Witness Testimonies ■ Record of Involvement in Work Activitie ■ Record of Completing Work Tasks

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P11 How to take prompt and efficient messages to obtain further information needed when taking decisions (application)</p> <p>P12 How to minimise unhelpful interruptions to, and digressions from, planned work (application)</p> <p>P13 How and why to regularly review progress and reschedule activities to help you in achieving your planned objectives (analysis)</p>	<p>◀ See previous page</p>	<p>◀ See previous page</p>
<p>Undertake personal development in the occupational practice area</p> <p>P14 Review the personal aims and objectives aims and objectives for undertaking personal development</p> <p>P15 Identify sources of support and guidance sources of support and guidance for undertaking personal development</p> <p>P16 Identify and agree relevant standards of competence against which personal development can be measured</p> <p>P17 Review in conjunction with line manger the current personal level of performance against the identified standards of competence and record a profile of present competence and personal development needs</p> <p>P18 Confirm a development plan for achieving identified development needs</p> <p>P19 Undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities</p>	<ul style="list-style-type: none"> ■ Mentoring ■ Creating a personal development plan to achieve needs in line with organisational requirements ■ Monitoring the personal development plan ■ Creating a mind map of various qualifications, job roles and previous experience for career progression ■ Completing a SWOT analysis of current career progression and discuss it with group ■ Identifying a course of action that could move a weakness to strength and update personal development plan ■ Preparing a CV that could be used as part of a bid response (it should identify the learner's particular skills, training and attributes) 	<ul style="list-style-type: none"> ■ Evidence gathered through compliance with the professional bodies/ organisation's standards regarding PD/PDP ■ Personal statement explaining how the learner would maintain relationships with other people ■ Recorded professional discussion with the learner (written, audio or video) confirming how this activity could also be undertaken ■ Performance appraisal and multi-source feedback with reflection ■ Witness testimonies from people within or outside the organisation ■ Documents produced through work-related activities such as reports and related material ■ Reports by supervisors and managers

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P20 Record evidence of competence gained against the identified standards of competence. standardsoompetence</p> <p>P21 Review the cycle of personal development aims and objectives and revise and update aims and objectives to suit changing circumstances</p>	<p>◀ See previous page</p>	<p>◀ See previous page</p>

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Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

Simulation should only be undertaken in a minority of situations when the learner is unable to complete the standards because of the lack of opportunity within their practice. Simulation may also be considered if there is a potential risk to the learner or others. Evidence of competence in such situations is viewed as essential to ensure best practice and confidence in the learner's ability to act appropriately. Further information can be found in the Assessment Strategy. ' It wasn't highlighted to be added or if it had changed but what we had existing didn't match so I asked what was correct. For now we have to add both in so the SQA can review and advise what is actually true.