



# COMPETENCY STANDARDS & ASSESSMENT GUIDE FOR QUALITY CONTROL

**Skills for Employment Investment Program (SEIP)  
Finance Division, Ministry of Finance**

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The Competency Standards for Quality Control is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing trainings consistent with the requirement of industry in order for individuals who passed through the set standard via assessment would be qualified and settled for a relevant job.

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## **INTRODUCTION:**

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalizing a responsive skill eco system and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery program. Key priority economic growth sectors identified by government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged and supported to work with the industry to address identified skills to enable industry growth and increased employment through the provision of market responsive inclusive skills training programs. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISCs), Employer Associations and Employers.

This document is developed to improve skills in accordance with the job roles and skill sets of the occupation and ensure that the required skills are aligned to industry requirements.

The document details the format, sequencing, wording and layout of the Competency Standard for an occupation which comprised Units of Competence and its corresponding Elements.

## **OVERVIEW:**

A **Competency Standard** is a written specification of the knowledge, skills and attitudes required for the performance of a job or occupation or trade corresponding to the standard of performance required in the workplace.

Competency standard:

- provides a consistent and reliable set of components for training, recognizing and assessing people's skills, and may also have optional support materials.
- enables industry recognized qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

Competency Standards are developed by a working group who comprised national and international process experts and the participation of experts from the industry to identify the competencies required of an occupation in the construction sector.

Competency Standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency Standards acknowledge that people can achieve vocational and technical competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With Competency Standards, training and assessment may be conducted at the workplace or at training organization or any combination of these.

A Unit of Competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of Competency are documented in a standard format that comprises:

- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Unit of Competency
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:

- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for each occupation were made by experts of various construction companies in an industry consultative workshop.

Profile of experts and facilitators who participated in the Competency Verification and Validation Workshop are given below:

**Competency Verification-Validation Experts:**

<b>Name</b>	<b>Company</b>	<b>Job Position</b>
EngrMdMamunur Rashid	BIM	Senior Faculty and Management Counselor, Cell 01712700412
Engr Muhammad Taslim Rahman	Purple Developer PVT Ltd	Project Engineer Cell 01922263574
EngrTowhidulAlam Chowdhury	Rahimafrooz( Bangladesh) Ltd	Manager Cell 01716032134

**Workshop Facilitators:**

Md. Mohiuzzaman	SEIP	Course Specialist
EmeterioCedillo, Jr.	SEIP	International Specialist

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competency:

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

## COMPETENCY PROFILE/MAP for QUALITY CONTROL

### UNITS OF COMPETENCY

### ELEMENTS

#### A. Occupation Specific (Core) Competencies

<b>EXPLAIN QA/QC PRINCIPLES IN CONSTRUCTION INDUSTRY</b> (SEIP-CON-QCO-1-0)	Define quality related terms and factors	Explain the different aspects of quality	
<b>DESCRIBE QUALITY IMPLEMENTATION ARRANGEMENT BASED ON ISO 9001:2015</b> (SEIP-CON-QCO-2-0)	Explain the principles and concepts of TQM	Describe the components of ISO 9001:2015	Explain the procedures of implementing ISO 9001:2015
<b>EXPLAIN COMPANY BASED QMS AND CONTROL OF MATERIALS AND EQUIPMENT</b> (SEIP-CON-QCO-3-0)	Identify the barriers of implementing effective quality management system	Describe effective quality management system (QMS) practices	Identify performance of construction companies in relation to Quality Control in Bangladesh
<b>APPLY PROJECT-BASED QMS AND INTRODUCTION OF CHECKLIST FOR DIFFERENT ELEMENTS</b> (SEIP-CON-QCO-4-0)	Explain the Customer Satisfaction principle using the Kano model, partnership and subcontracting	Apply the introduction of checklist for controlling quality cost	Describe partnership and subcontracting Apply the introduction of checklist for risk management
<b>APPLY QUALITY CONTROL MECHANISMS</b> (SEIP-CON-QCO-5-0)	Describe integrated project quality plan and documentation procedure	Apply sampling procedure, testing and inspection	Perform field visit for implementing sampling and inspection procedure
<b>APPLY 5S, KAIZEN AND QCC QUALITY TOOLS</b> (SEIP-CON-QCO-6-0)	Describe the application of 5S, Quality Circle and Kaizen	Apply 5S, Kaizen and QCC	Perform field visit to companies implementing 5S, Kaizen and QCC
<b>APPLY QUALITY TOOLS AND IMPLEMENTATION TECHNIQUES IN CONSTRUCTION INDUSTRY</b> (SEIP-CON-QCO-7-0)	Explain Statistical Quality Control (SQC) tools and techniques in process and quality management	Carry out application of the 7 Statistical Quality Control tools.	Perform field visit for 7 SQC implementation

**IDENTIFY METHODS OF  
QUALITY CONTROL  
REPORTING SYSTEMS**  
(SEIP-CON-QCO-8-0)

Identify the application  
of the different Quality  
System documentation

Described the  
implementation of  
documented procedures  
and work instructions

Explain quality system  
assessment  
documentation and  
reporting

Perform field visit  
related to  
documentation and  
reporting systems

**EXPLAIN QUALITY AUDIT**  
(SEIP-CON-QCO-9-0)

Identify quality audit  
components and  
implementation  
procedure

Perform quality audit  
field visits

## Units & Elements at Glance:

### Occupation Specific (Core) Competencies (50 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SEIP-CON-QCO-1-O	Explain QA/QC principles in construction industry	<ol style="list-style-type: none"> <li>1. Define quality related terms and factors</li> <li>2. Explain the different aspects of quality</li> </ol>	4hrs.
SEIP-CON-QCO-2-O	Describe quality implementataion arrangement based on iso 9001:2015	<ol style="list-style-type: none"> <li>1. Explain the principles and concepts of TQM</li> <li>2. Describe the components of ISO 9001:2015</li> <li>3. Explain the procedures of implementing ISO 9001:2015</li> </ol>	6 hrs.
SEIP-CON-QCO-3-O	Explain company based qms and control of materials and equipment	<ol style="list-style-type: none"> <li>1. Identify the barriers of implementing effective quality management system</li> <li>2. Describe effective quality management system (QMS) practices</li> <li>3. Identify performance of construction companies in relation to Quality Control in Bangladesh</li> </ol>	6 hrs.
SEIP-CON-QCO-4-O	Apply project-based qms and introduction of checklist for different elements	<ol style="list-style-type: none"> <li>1. Described customer satisfaction principle using the Kano model</li> <li>2. Explain partnership and subcontracting</li> <li>3. Identify checklist for controlling quality cost</li> <li>4. Identify checklist for risk management</li> </ol>	6 hrs.
SEIP-CON-QCO-5-O	Apply quality control mechanisms	<ol style="list-style-type: none"> <li>1. Describe integrated project quality plan and documentation procedure</li> <li>2. Apply sampling procedure, testing and inspection</li> <li>3. Perform field visit for implementing sampling and inspection procedure</li> </ol>	6 hrs.
SEIP-CON-QCO-6-O	Apply 5S, kaizen and QCC quality tools	<ol style="list-style-type: none"> <li>1. Describe the application of 5S, Quality Circle and Kaizen</li> <li>2. Exercise 5S, Kaizen and Quality Control Circle (QCC) application</li> <li>3. Perform field visit to companies implementing 5S, Kaizen and QCC</li> </ol>	6 hrs.



SEIP-CON-QC0-7-O	Apply quality tools and implementation techniques in construction industry	<ol style="list-style-type: none"> <li>1. Explain Statistical Quality Control (SQC) tools and techniques in process and quality management</li> <li>2. Carry out application of Statistical Quality Control (SQC) tools</li> <li>3. Perform field visit with companies implementing SQC tools</li> </ol>	8 hrs.
SEIP-CON-QC0-8-O	Identify methods of quality control reporting systems	<ol style="list-style-type: none"> <li>1. Identify the application of the different quality system documentation</li> <li>2. Describe the implementation of documented procedures and work instructions</li> <li>3. Explain quality system assessment documentation and reporting</li> <li>4. Perform field visit related to documentation and reporting systems</li> </ol>	4 hrs.
SEIP-CON-QC0-9-O	Explain quality audit	<ol style="list-style-type: none"> <li>1. Identify quality audit components and implementation procedure</li> <li>2. Perform quality audit field visits</li> </ol>	4 hrs.
Total Hour			50 hrs.

**COMPETENCY STANDARD:QUALITY CONTROL**

**A. The Occupation Specific (Core) Competencies**

<b>Unit of Competency:</b> <b>EXPLAIN QA/QC PRINCIPLES IN CONSTRUCTION INDUSTRY</b>	<b>Nominal Duration:</b> 4hrs.	<b>Unit Code:</b> SEIP-CON-QCO-1-O
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required to explain qa/qc principles in construction industry. It specifically includes the tasks of Describing concept of quality related terms/factors and Explaining the different aspects of quality.		

**Elements and Performance Criteria Template:**

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Define quality related terms and factors	1.1 Concepts of Quality Domain is described. 1.2 Principle of Quality System is Explained. 1.3 Principle of Quality Control and Quality Assurance is explained. 1.4 <b><u>Processes and procedures</u></b> in Quality Control and Quality Assurance are identified.
2. Explain the different aspects of quality	2.1 Implications of quality are identified. 2.2 Quality Control is defined. 2.3 Consequences of poor quality is described. 2.4 Cost of quality and optimum quality cost is explained. 2.5 Evolution of modern concepts of quality and quality gurus are described.

**Range of Variables**

<b>Variable</b>	<b>Range (Includes but not limited to):</b>
1. Processes and procedures	1.1 Plan 1.2 Do 1.3 Check 1.4 Act

**Curricular Content Guide**

1. Underpinning Knowledge	1.1 Concepts of Quality Domain 1.2 Principle of Quality System 1.3 Principle of Quality Control and Quality Assurance 1.4 Processes and procedures in Quality Control and Quality Assurance 1.5 Implications of quality 1.6 Quality Control definition 1.7 Consequences of poor quality
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	<p>1.8 Cost of quality and optimum quality cost</p> <p>1.9 Evolution of modern concepts of quality and quality gurus</p>
2. Underpinning Skills	<p>2.1 Describing concepts of quality domain</p> <p>2.2 Explaining principle of quality system</p> <p>2.3 Explaining the principle of quality control and quality assurance</p> <p>2.4 Identifying processes and procedures in quality control and quality assurance</p> <p>2.5 Identifying the implications of quality</p> <p>2.6 Defining quality control</p> <p>2.7 Describing consequences of poor quality</p> <p>2.8 Explaining cost of quality and optimum quality cost</p> <p>2.9 Describing the evolution of modern concepts of quality and quality gurus</p>
3. Underpinning Attitudes	<p>3.1 Eagerness to learn</p> <p>3.2 Patience and attentiveness</p> <p>3.3 Participative</p> <p>3.4 Tidiness, timeliness, and orderliness</p>
4. Resource Implications	<p>4.1 Workplace</p> <p>4.2 Lecture room</p> <p>4.3 Worksheets/learning manuals</p> <p>4.4 Personal Computer/laptop</p> <p>4.5 Projector with sound system</p> <p>4.6 Pens</p> <p>4.7 Papers</p>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Describe dconcept of quality related terms/factors</p> <p>1.2 Explained the different aspects of quality</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Oral questioning</p> <p>2.3 Demonstration</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

<b>Unit of Competency:</b> <b>DESCRIBE QUALITY IMPLEMENTATAION ARRANGEMENT BASED ON ISO 9001:2015</b>	<b>Nominal Duration:</b> 6 hrs.	<b>Unit Code:</b> SEIP-CON-QCO-2-O
<b>Unit descriptor:</b> This unit covers the knowledge, skills and attitudes required to describe quality implementataion arrangement based on ISO 9001:2015. It specifically includes the tasks of explaining the principles and concepts of TQM, describing the components of ISO 9001:2015and explaining the procedures of implementing ISO 9001:2015.		

#### Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Explain the principles and concepts of TQM	1.1 <b><u>Ten steps to Total Quality Management (TQM)</u></b> are identified. 1.2 Business excellence is described. 1.3 <b><u>Elements of TQM</u></b> are identified. 1.4 Principles of TQM is explained. 1.5 RADAR logic and and EFQM model of TQM is identified.
2. Describe the components of ISO 9001:2015	2.1 <b><u>Components of ISO 9001:2015</u></b> are identified 2.2 Satisfying the requirements of ISO 9001:2015 is described
3. Explain the procedures of implementing ISO 9001:2015	3.1 Procedure of Implementing the ISO 9001:2015 quality systems is explained.

#### Range of Variables

Variable	Range (Includes but not limited to):
1. Ten steps to Total Quality Management (TQM)	1.1 Clarify mission/vision and corporate values 1.2 Identify Critical Success Factors (CSF)Check 1.3 Develop Measures and Metrics to Track CSF Data 1.4 Identify Key Customer Group 1.5 Solicit customer feedback 1.6 Develop survey tool 1.7 Survey each customer group 1.8 Develop improvement plan 1.9 Resurvey 1.10 Monitor CSF
2. Elements of TQM	2.1 Organization vision 2.2 Barrier removal 2.3 Communication 2.4 Continuous evaluation 2.5 Continuous improvement 2.6 Customer-vendor relationship 2.7 Empowering thr worker 2.8 Training
3. Components of ISO	3.1 Clause 0 to 3 – Introduction and scope of the standard

9001:2015	3.2 Clause 4 – Context of the organization 3.3 Clause 5 – Leadership 3.4 Clause 6 – Planning 3.5 Clause 7 – Support 3.6 Clause 8 – Operation 3.7 Clause 9 – Performance evaluation 3.8 Clause 10 – Improvement
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### Curricular Content Guide

1. Underpinning Knowledge	1.1 Ten steps to Total Quality Management (TQM) 1.2 Business excellence description 1.3 Elements of TQM 1.4 Principles of TQM 1.5 RADAR logic and and EFQM model of TQM 1.6 Components of ISO 9001:2015 are identified 1.7 Satisfying the requirements of ISO 9001:2015 1.8 Procedure of Implementing the ISO 9001:2015 quality systems
2. Underpinning Skills	2.1 Identifying the ten steps to Total Quality Management (TQM) 2.2 Describing business excellence 2.3 Identifying elements of TQM 2.4 Explaining the principles of TQM 2.5 Identifying radar logic and and EFQM model of tqm 2.6 Are identified components of iso 9001:2015 2.7 Described satisfying the requirements of iso 9001:2015 2.8 Explained the procedure of implementing the iso 9001:2015 quality systems
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Participative 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace 4.2 Lecture room 4.3 Worksheets/learning manuals 4.4 Personal computer/laptop 4.5 Projector with sound system 4.6 Pens 4.7 Papers

### Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Explained the principles and concepts of TQM 1.2 Described the components of ISO 9001:2015 1.3 Explained the procedures of implementing ISO 9001:2015
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2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

<b>Unit of Competency:</b> <b>EXPLAIN COMPANY BASED QMS AND CONTROL OF MATERIALS AND EQUIPMENT</b>	<b>Nominal Duration:</b> 6 hrs.	<b>Unit Code:</b> SEIP-CON-QCO-3-O
<b>Unit descriptor:</b> This unit covers the knowledge, skills and attitudes required to explain company based QMS and control of materials and equipment. It specifically includes the tasks of identifying the barriers of implementing effective Quality Management System (QMS), describing effective Quality Management System (QMS) practices and identifying performance of construction companies in relation to quality control in bangladesh.		

#### Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the barriers of implementing effective quality management system	1.1 <b><u>Barriers</u></b> of implementing effective quality management system are Identified.
2. Describe effective quality management system (QMS) practices	2.1 Effective quality management system (QMS) practices are described.
3. Identify performance of construction companies in relation to Quality Control in Bangladesh	3.1 Performance of construction companies in relation to Quality Control in Bangladesh are identified.

#### Range of Variables

Variable	Range (Includes but not limited to):
1. Barriers	1.1 Poor planning 1.2 Lack of management commitment 1.3 Lack of appropriate training 1.4 Complacency of team and members 1.5 Use of invalid programs 1.6 Inability to change the organizational philosophy 1.7 Insufficiency of resources 1.8 Lack of quality of the measurement

#### Curricular Content Guide

1. Underpinning Knowledge	1.1 Barriers of implementing effective quality management system. 1.2 Effective Quality Management System (QMS) practices. 1.3 Performance of construction companies in relation to Quality Control in Bangladesh.
2. Underpinning Skills	2.1 Identified barriers of implementing effective quality management system.

	<p>2.2 Described ineffective Quality Management System (QMS) practices.</p> <p>2.3 Identified the performance of construction companies in relation to Quality Control in Bangladesh.</p>
3. Underpinning Attitudes	<p>3.1 Eagerness to learn</p> <p>3.2 Patience and attentiveness</p> <p>3.3 Participative</p> <p>3.4 Tidiness, timeliness, and orderliness</p>
4. Resource Implications	<p>4.1 Workplace</p> <p>4.2 Lecture room</p> <p>4.3 Worksheets/learning manuals</p> <p>4.4 Personal computer/laptop</p> <p>4.5 Projector with sound system</p> <p>4.6 Pens</p> <p>4.7 Papers</p>

#### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Identified the barriers of implementing effective Quality Management System.</p> <p>1.2 Described the effective Quality Management System (QMS) practices.</p> <p>1.3 Identified the performance of construction companies in relation to quality control in Bangladesh.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.4 Oral questioning</p> <p>2.5 Demonstration</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>



<b>Unit of Competency:</b> <b>APPLY PROJECT-BASED QMS AND INTRODUCTION OF CHECKLIST FOR DIFFERENT ELEMENTS</b>	<b>Nominal Duration:</b> 6 hrs.	<b>Unit Code:</b> SEIP-CON-QCO-4-O
<b>Unit descriptor:</b> This unit covers the knowledge, skills and attitudes required to apply project-based QMS and introduction of checklist for different elements. It specifically includes the tasks of describing customer satisfaction principle using the Kano model, explaining partnership and subcontracting, identifying checklist for controlling quality cost and identifying checklist for risk management.		

#### Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Described customer satisfaction principle using the Kano model	1.1 Customer Satisfaction principle using the Kano model is described.
2. Explain partnership and subcontracting	2.1 <b><u>Practices in partnership and subcontracting</u></b> are identified
3. Identify checklist for controlling quality cost	3.1 Checklist for controlling quality cost is identified.
4. Identify checklist for risk management	4.1 Checklist for risk management is identified.

#### Range of Variables

Variable	Range (Includes but not limited to):
1. Practices in partnership and subcontracting	1.1 Management practices 1.2 Progress Reporting 1.3 Review Practices

#### Curricular Content Guide

1. Underpinning Knowledge	1.1 Customer satisfaction principle using the Kano model 1.2 Practices in partnership and subcontracting 1.3 Checklist for controlling quality cost 1.4 Checklist for risk management
2. Underpinning Skills	2.1 Describing customer satisfaction principle using the kano model. 2.2 Identifying practices in partnership and subcontracting 2.3 Identifying checklist for controlling quality cost 2.4 Identifying checklist for risk management
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Participative 3.4 Tidiness, timeliness, and orderliness

4. Resource Implications	4.1 Workplace 4.2 Lecture room 4.3 Worksheets/learning manuals 4.4 Personal computer/laptop 4.5 Projector with sound system 4.6 Pens 4.7 Papers
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**Assessment Evidence Guide**

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Described customer satisfaction principle using the kano model. 1.2 Identified practices in partnership and subcontracting. 1.3 Identified checklist for controlling quality cost. 1.4 Identified checklist for risk management.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

<b>Unit of Competency:</b> <b>APPLY QUALITY CONTROL MECHANISMS</b>	<b>Nominal Duration:</b> 6 hrs.	<b>Unit Code:</b> SEIP-CON-QCO-5-0
<b>Unit descriptor:</b> This unit covers the knowledge, skills and attitudes required to apply quality control mechanisms. It specifically includes the tasks of describing integrated project quality plan and documentation procedure, applying sampling procedure, testing and inspection and performing field visit for implementing sampling and inspection procedure.		

#### Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Describe integrated project quality plan and documentation procedure	1.1 Integrated project quality plan and documentation procedure is described.
2. Apply sampling procedure, testing and inspection	2.1 Sampling procedure, testing and inspection are applied.
3. Perform field visit for implementing sampling and inspection procedure	3.1 Field visit for implementing sampling and inspection procedure are performed.

#### Curricular Content Guide

1. Underpinning Knowledge	1.1 Integrated project quality plan and documentation procedure 1.2 Sampling procedure, testing and inspection 1.3 Field visit for companies implementing sampling and inspection procedure
2. Underpinning Skills	2.1 Describing integrated project quality plan and documentation procedure 2.2 Applying sampling procedure, testing and inspection 2.3 Performing field visits to companies implementing sampling and inspection procedure
5. Underpinning Attitudes	5.1 Eagerness to learn 5.2 Patience and attentiveness 5.3 Participative 5.4 Tidiness, timeliness, and orderliness
6. Resource Implications	6.1 Workplace 6.2 Lecture room 6.3 Worksheets/learning manuals 6.4 Personal computer/laptop 6.5 Projector with sound system 6.6 Pens 6.7 Papers

### Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Described integrated project quality plan and documentation procedure. 1.2 Applied sampling procedure, testing and inspection. 1.3 Performed field visit for implementing sampling and inspection procedure.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

<b>Unit of Competency:</b> <b>APPLY 5S, KAIZEN AND QCC QUALITY TOOLS</b>	<b>Nominal Duration:</b> 6 hrs.	<b>Unit Code:</b> SEIP-CON-QCO-6-O
<b>Unit descriptor:</b> This unit covers the knowledge, skills and attitudes required to apply 5S, Kaizen and QCC quality tools. It specifically includes the tasks of describing the application of 5S, quality circle and Kaizen, exercising 5S, Kaizen and Quality Control Circle (QCC) application and performing field visit to companies implementing 5S, Kaizen and QCC.		

### Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe the application of 5S, Quality Circle and Kaizen	1.1 <b><u>Elements of 5S</u></b> are identified. 1.2 Principle of Kaizen explained. 1.3 Application of Quality Control Circle (QCC) is explained.
2. Exercise 5S, Kaizen and Quality Control Circle (QCC) application	2.1 Application of 5S is carried out. 2.2 Application of kaizen is exercised. 2.3 Principles of Quality Control Circle (QCC) is applied
3. Perform field visit to companies implementing 5S, Kaizen and QCC	3.1 Field visits to companies implementing 5S, kaizen and Quality Control Circle (QCC) is performed.

### Range of Variables

Variable	Range (Includes but not limited to):
1. Elements of 5S	1.1 Sort (Seiri) 1.2 Set in order (Seiton) 1.3 Shine (Seiso) 1.4 Standardize (Seiketsu) 1.5 Sustain (shitsuke)

### Curricular Content Guide

1. Underpinning Knowledge	1.1 Elements of 5S 1.2 Principle of Kaizen 1.3 Application of Quality Control Circle (QCC)
2. Underpinning Skills	2.1 Identifying elements of 5S 2.2 Explaining principle of Kaizen 2.3 Explaining application of Quality Control Circle (QCC) 2.4 Carrying out application of 5S 2.5 Exercising application of kaizen 2.6 Applying application of Quality Control Circle 2.7 Performing field visits to companies implementing 5S, kaizen and Quality Control Circle (QCC)
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Participative

	3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace 4.2 Lecture room 4.3 Worksheets/learning manuals 4.4 Personal computer/laptop 4.5 Projector with sound system 4.6 Pens 4.7 Papers

### Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Carried out Application of 5S is 1.2 Exercised application of kaizen 1.3 Applied Quality Control Circle (QCC) principles
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

<b>Unit of Competency:</b> <b>APPLY QUALITY TOOLS AND IMPLEMENTATION TECHNIQUES IN CONSTRUCTION INDUSTRY</b>	<b>Nominal Duration:</b> 8 hrs.	<b>Unit Code:</b> SEIP-CON-QC0-7-O
<b>Unit descriptor:</b> This unit covers the knowledge, skills and attitudes required to apply quality tools and implementation techniques in construction industry. It specifically includes the tasks of explaining Statistical Quality Control (SQC) tools and techniques in process and quality management, carrying out application of the 7 Statistical Quality Control tools and performing field visit with companies implementing Statistical Quality Control (SQC) tools.		

#### Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Explain Statistical Quality Control (SQC) tools and techniques in process and quality management	1.1 <b><u>Statistical Quality Control (SQC) tools and techniques</u></b> in process and quality management are explained.
2. Carry out application of Statistical Quality Control (SQC) tools	2.1 Application of SQC tools and techniques using Excel is carried out.
3. Perform field visit with companies implementing SQC tools	3.1 Field visit with companies implementing the 7 Statistical Quality Control (SQC) is performed.

#### Range of Variables

Variable	Range (Includes but not limited to):
1. Statistical Quality Control (SQC) tools and techniques	1.1 Control chart 1.2 Checklist 1.3 Pareto analysis 1.4 Flow chart 1.5 Fishbone diagram 1.6 Histogram 1.7 Scatter diagram

#### Curricular Content Guide

1. Underpinning Knowledge	1.1 Statistical Quality Control (SQC) tools and techniques 1.2 Application of SQC tools and techniques using Excel 1.3 Field visit with companies implementing the Statistical Quality Control
2. Underpinning Skills	2.1 Explaining Statistical Quality Control (SQC) tools and techniques in process and quality management 2.2 Carrying out application of SQC tools and techniques using Excel 2.3 performing field visit with companies implementing Statistical Quality Control (SQC).

3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Participative 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace 4.2 Lecture room 4.3 Worksheets/learning manuals 4.4 Personal computer/laptop 4.5 Projector with sound system 4.6 Pens 4.7 Papers

**Assessment Evidence Guide**

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Explained Statistical Quality Control (SQC) tools and techniques in process and quality management 1.2 Carried out application of SQC tools and techniques using Excel 1.3 Performed field visit with companies implementing Statistical Quality Control (SQC).
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.



<b>Unit of Competency:</b> <b>IDENTIFY METHODS OF QUALITY CONTROL REPORTING SYSTEMS</b>	<b>Nominal Duration:</b> 4 hrs.	<b>Unit Code:</b> SEIP-CON-QC0-8-O
<b>Unit descriptor:</b> This unit covers the knowledge, skills and attitudes required to identify methods of quality control reporting systems. It specifically includes the tasks of identifying the application of the different quality system documentation, describing the implementation of documented procedures and work instructions, explaining quality system assessment documentation and reporting and performing field visit related to documentation and reporting systems.		

#### Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Identify the application of the different quality system documentation	1.1 Application of the different <b><u>Quality System Documentation</u></b> are Identified.
2. Describe the implementation of documented procedures and work instructions	2.1 The implementation of documented procedures and work instructions are described.
3. Explain quality system assessment documentation and reporting	3.1 Quality system documentation of assessment and reporting is explained.
4. Perform field visit related to documentation and reporting systems	4.1 Field visit to companies implementing documentation and reporting system is carried out.

#### Range of Variables

<b>Variable</b>	<b>Range (Includes but not limited to):</b>
1. Quality system documentation	1.1 Quality manual 1.2 Procedures 1.3 Work instructions 1.4 Forms 1.5 External documentation 1.6 Document control requirement

#### Curricular Content Guide

1. Underpinning Knowledge	1.1 Application of the different Quality System documentation 1.2 The implementation of documented procedures and work instructions. 1.3 Quality system documentation of assessment and reporting 1.4 Expectations on field visits related to documentation and reporting systems
2. Underpinning Skills	2.1 Identifying the application of the different Quality System

	<p>Documentation</p> <p>2.2 Describing the implementation of documented procedures and work instructions</p> <p>2.3 Explaining quality system documentation of assessments and reporting</p> <p>2.4 Carrying out field visit to companies in relation to application of documentation and reporting systems</p>
3. Underpinning Attitudes	<p>3.1 Eagerness to learn</p> <p>3.2 Patience and attentiveness</p> <p>3.3 Participative</p> <p>3.4 Tidiness, timeliness, and orderliness</p>
4. Resource Implications	<p>4.1 Workplace</p> <p>4.2 Lecture room</p> <p>4.3 Worksheets/learning manuals</p> <p>4.4 Personal computer/laptop</p> <p>4.5 Projector with sound system</p> <p>4.6 Pens</p> <p>4.7 Papers</p>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Identified the application of the different Quality System Documentation</p> <p>1.2 Described the implementation of documented procedures and work instructions</p> <p>1.3 Explained quality system assessment documentation and reporting</p> <p>1.4 Carried out field visits to companies in relation to application of documentation and reporting systems.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Oral questioning</p> <p>2.3 Demonstration</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

<b>Unit of Competency:</b> <b>EXPLAIN QUALITY AUDIT</b>	<b>Nominal Duration:</b> 4 hrs.	<b>Unit Code:</b> SEIP-CON-QC0-9-O
<b>Unit descriptor:</b> This unit covers the knowledge, skills and attitudes required to explain quality audit. It specifically includes the tasks of identifying quality audit components and implementation procedure and performing quality audit field visits.		

#### Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify quality audit components and implementation procedure	1.1 <b><u>Quality audit components</u></b> and implementation procedures are identified.
2. Perform quality audit field visits	2.1 Quality audit field visit is performed

#### Range of Variables

Variable	Range (Includes but not limited to):
1. Quality audit components	1.1 Audit objectives 1.2 Audit classifications 1.3 Audit types 1.4 Types of certification audits 1.5 Audit planning 1.6 Audit schedule 1.7 Checklist preparation 1.8 Audit reports and records

#### Curricular Content Guide

1. Underpinning Knowledge	1.1 Quality audit components and implementation procedures 1.2 Expectations on quality audit field visits
2. Underpinning Skills	2.1 Identified quality audit components and implementation procedures 2.2 Performed quality audit field visits
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Participative 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace 4.2 Lecture room 4.3 Worksheets/learning manuals 4.4 Personal computer/laptop 4.5 Projector with sound system 4.6 Pens

	4.7 Papers
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**Assessment Evidence Guide**

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Identified quality audit components and implementation procedure 1.2 Performed quality audit field visits
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

**End of Competency Standards**

# **Assessment Guide**

## **A Framework for Effective Assessment**

### **Quality Control**

## *How to Use this Assessment Guide*

- This Assessment Guide presents need-to-know information for Assessors and others who want to know more about the assessment process. A handy Table of Contents Guide on the next page shows you where to look.
- If you want the basics of assessment, its key terms and definitions, in a Question & Answer (Q&A) format, see Section One.
- If you want a knowledge of who does what, the key roles and responsibilities involved in assessment, see Section Two.
- If you want a “toolbox” of tools and templates, that you can select from depending on your assessment need, see Section Three.
- If you want to look at working samples of completed assessment tools, see the Appendices.

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# Assessment Guide

## Section One: Objectives linked to Key Terms & Definitions

*Define assessment.*

Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

*Give an example of assessment.*

A helpful example in this regard is the driving test. The driver must prove his competence to drive by demonstrating to the driving assessor his ability to do so. The driving assessor uses a checklist to assess the candidate and make the necessary recommendations, based on the evidence he has collected in observing the candidate's driving. S/He either records/recommends that the candidate is **competent** or **not yet competent**.

*What is the purpose of assessment?*

The Purpose of Assessment is to confirm that a trainee can perform competently to the standards expected in the workplace.

*What is Assessment based on?*

- An effective Assessment is based on a Competency Standard.
- A Competency Standard describes the skills, knowledge, and attitudes needed to perform effectively in the workplace, not the classroom.

*Define the term "competency."*

Competency is the ability to do a task successfully. Aspects of competency include:

- The capacity to perform tasks to the required standard consistently
- The ability to respond to different needs in the workplace
- The ability to plan and integrate a variety of tasks to attain a work outcome

*Describe what makes up a competency standard.*

It must be noted that a competency standard is made up of individual units of competency that include elements of competency as well as the performance criteria needed to accomplish them.

*Define the term “Assessment tool.”*

An assessment tool is, in effect, an evidence-gathering tool. It contains both the instrument used for the assessment and instructions for gathering evidence in the assessment process. As an assessment instrument it contains the context and conditions for the assessment; tasks to be administered to the learner; an outline of the evidence to be gathered for the learner; the criteria for judging the evidence; and the necessary housekeeping records for recording and reporting requirements.

*Describe the difference between Conventional Testing & Competency Based Assessment.*

Conventional Testing	CBT Assessment
<ul style="list-style-type: none"> <li>• Emphasis on knowledge/memorization</li> <li>• Teachers/Training Providers have main role</li> <li>• Theory &amp; practical Tests can become outdated</li> <li>• High cost &amp; central control</li> <li>• Relatively inflexible</li> </ul>	<ul style="list-style-type: none"> <li>• Based on competency standards</li> <li>• Involve industry partners in crucial role</li> <li>• Assessment based on demonstration of work skills rather than classroom knowledge</li> <li>• Flexible delivery</li> <li>• Competencies widely recognized</li> </ul>

	<ul style="list-style-type: none"><li>• Guidelines &amp; Templates used</li></ul>
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*Describe briefly what makes up an assessment system.*

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

*Define the purpose of the Assessor role.*

The role of Assessor is the heart and soul of effective competency based assessment. Without this pivotal role, determining the competency of the trainee is mere guesswork.

Note:

- The Industry Assessor will be asked to provide specs and practical demonstration tests from his workplace that will provide the evidence for determining competency.
- The importance of this input cannot be overemphasized for it best matches and tests the required performance criteria from the Standard.

*Describe the basic questions that an Assessor must ask when planning an Assessment.*

#### **Planning an Assessment: What Needs to Happen?**

- Determine which Units of Competency need to be assessed?
- Determine what Assessment Methods will be used?
- Determine what evidence-based tools (specs) need to be developed by the Assessor to guide the assessment?
- Determine how long it will take?
- Determine when the assessment will occur?
- Determine where the assessment will take place?
- Determine how it will be recorded?

*Give some Assessor Requirements/Competencies.*

### **Requirements/Competencies of an Assessor-**

- The ability to use assessment tools to gather evidence effectively is essential, adjusting the language where necessary to reflect the language/literacy/numeracy levels of the workplace and not to exceed them in order to ensure learner understanding. This will also entail an ability to respond to learner needs such as responding to learner disability.
- The skill to develop specifications and practical tests, based on performance criteria, that provide evidence of competency that will fast track the assessment process.
- The ability to clearly demonstrate current industry skills and competencies relevant to the Standard.
- The Assessor is selected/appointed by Industry to act as an Assessor because of his proven competencies.
- Knows what needs to be done to assess the performance criteria
- Demonstrates a high level of expertise in the technical area to be examined
- Can provide constructive feedback

*Define the challenges of the Assessor Role.*

### **Assessor Role: Challenges**

- Needs to be objective and unbiased
- Must have interpersonal skills to relax nervous candidates or deal with those who are aggressive or emotional
- Must have ability to deal with those who have literacy problems or difficult dialect

*Review some basic need-to-know elements concerning assessment.*

### **Assessment Basics: Need to Know Elements**

- Assessment to be conducted by Industry Assessor selected by industry
- Industry assessor must be familiar with units of competency outlined in the course standards
- Industry Assessor should drafts specs that reflect industry requirements for trainees and that are based on critical aspects of competency

- Industry assessor is responsible for making final judgment of **competent** or **not yet competent**
- Trainer will assist industry assessor
- Trainees must demonstrate competence based on the units of competency outlined in the standards
- All resources related to units of competency must be made available prior to the assessment event, e.g., tools, equipment, materials

*Describe the trainer's role in the assessment process.*

The Trainer acts as a primary resource for the Assessor and acts as a Facilitator.

Trainer ensures:

- All industry required tools, equipment, and materials are available for the assessment
- The training venue is booked and has sufficient space for demonstrations/tasks
- That all logistics such as admission slips, signature sheets, and records are readily available for distribution and collection
- That all teaching materials and Standard documents and Assessment tools are ready for the Assessor

*Discuss the importance of principles of assessment and what is involved.*

**Principles of Assessment Table**

Key Principles	Relevance/Meaning
<b>Valid</b>	Ensures assessment aligned with the Unit of Competency and is based on evidence that shows the learner can demonstrate skills and knowledge in other similar contexts (workplace)
<b>Reliable</b>	Evidence presented for assessment is consistently interpreted regardless of the Assessor
<b>Flexible</b>	Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner's needs
<b>Fair</b>	The individual learner's needs or disability is considered in the assessment process; the learner is provided with information about the assessment process and given the opportunity to challenge the result of the assessment if warranted

<b>Safe</b>	The assessor has inspected the venue for assessment and determined that it is safe for all involved and that emergency evacuations are in place if needed
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*Define the term “evidence.”*

Evidence is information that is gathered and matched against a Unit of Competency to provide proof of competency.

*State the different forms of evidence that can be collected.*

Different forms of evidence that can be collected are-

- **Direct** such as demonstration test, or observation of Candidate
- **Indirect** such as Candidate’s self-assessment or third party reports such as an employer interview

*Describe and outline what is involved in “rules of evidence” and why they are important.*

Rules of Evidence Table

Rules of Evidence	Meaning
<b>Valid</b>	The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements
<b>Sufficient</b>	The assessor is assured that the quality, quantity, and relevance of the evidence is sufficient to enable a judgment to be made on the learner’s competency
<b>Authentic</b>	The assessor is assured that the evidence provided for assessment is the learner’s own work
<b>Current</b>	The assessor is assured that the assessment evidence demonstrates current competency of the learner. This evidence must be from the present or very recent past.

*Describe the purpose of evidence gathering tools.*

The Purpose of evidence gathering tools are-

- To help candidates understand what is expected of them
- To provide a focus for the assessment
- To identify what is needed to verify competency

*State the use of the evidence guide.*

The evidence guide provides useful advice on Unit of Competency assessment and must be read in conjunction with the performance criteria, required underpinning skills/knowledge/attitudes, range statement, and the critical aspects of competency for the Standard.

*State why assessment evidence is important.*

Evidence is the information gathered that provides proof that the performance criteria of a unit of competency has been met. Evidence can take many forms:

- **Observation:** watching the trainee perform
- **Questioning:** asking the trainee questions
- **Demonstration of specific skills:** seeing how the trainee performs a procedure or creates a final product
- **Examining** previous work the trainee has done

*Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes.*

Various kinds of Assessment Methods can be used for Evidence gathering purposes. A wide range of assessment methods are available for Evidence- gathering purposes. Assessment methods are not limited to those listed below. The greater the range of assessment methods applied, the better the accuracy of the assessment.

Assessment Methods Table

Methods	Examples
Direct Observation of Candidate	Actual real-time activities in the workplace Work activities in a simulated workplace/training center
Questioning	Written questions; interviews; self-evaluation with questions; verbal questioning; questionnaires
Evidence compiled by Candidate	Portfolio; collection of work samples; products with supporting documentation; logbooks; information about life experience
Methods	Examples
Review of Product	Work samples and products; products as a result of a demonstration test/spec
Third Party Feedback	Reports/testimonials from Employers and Supervisors; evidence of training; interviews with Employers and Supervisors

**Advice to the Assessor:** use these methods and examples as a means of making your assessment valid, reliable, flexible, fair, and safe.

*Define the term “evidence gathering tools” and give some examples of these tools.*

Evidence gathering tools are the actual instruments that the Assessor uses to collect evidence. Evidence may be collected through:

- Demonstration of work activity
- Observation Checklist
- Question List
- Third party reports e.g. supervisor to verify consistent performance
- Review of candidate’s portfolio



- Verifying the Candidate's capacity to deal with contingencies (unexpected things that come up)
- Written test

*Define the term "portfolio."*

A collection of evidence that may be presented by the Candidate to an Assessor to prove the Candidate's competence at a job or task.

What are some examples of Portfolio Evidence?

- Training results and certificates
- Training workbooks
- References from employers
- Job description and work experience
- Photos and videos
- Work journals
- Awards
- Work samples
- Letters and memos

*Outline a 6-step method for preparing an evidence plan.*

### **Steps in Preparing an Evidence Plan (Sequence of Steps to Follow)-**

The Evidence Plan is the most important planning tool for an Assessor. A good evidence plan generates a list of the evidence that the Assessor must gather when conducting the assessment for a specific Unit of Competency. The following 6-Point Method for preparing an Evidence Plan provides a useful sequence of inter-related steps to follow:

1. Select Unit of Competency for assessment
2. Read full Unit of Competency
3. Identify evidence requirements based on:
  - a. Elements and Performance Criteria
  - b. Dimensions of Competence
  - c. Underpinning skills knowledge
  - d. Critical aspects of competency
4. Develop a list of evidence requirements
5. Identify best ways of collecting evidence (tools)
6. Document evidence plan

*Outline the steps (sequence of activities) involved in developing an assessment tool.*

Following are the steps (sequence of activities) involved in developing an assessment tool:

1. Select the Unit of Competency
2. Read the Unit of Competency
3. Identify the required evidence: critical aspects of competency
4. Identify the evidence gathering method
5. Complete the evidence plan
6. Select the appropriate template
7. Complete the template
8. Check the evidence gathering tools against the evidence plan and Unit of Competency
9. Check the tool with another Assessor for his opinion

*Describe the four dimensions of competency.*

**Task Skills:** the capacity to perform tasks in the workplace and demonstrate competence that meets the required Standard;

**Task Management Skills:** the ability to plan and integrate several tasks simultaneously that achieve a desired work outcome such as those skills involved in budgeting for a work operation, securing supplies and equipment for the work operation, completing the task in a timely, cost-effective manner, and ensuring safety practices are followed throughout;

**Contingency Management Skills:** the ability to respond to crises and breakdowns in the workplace, such as accidents and emergency situations that are unanticipated and require immediate action and resolution;

**Job/Role Environment Skills:** the capacity to own the responsibilities and expectations of the work environment that involves working with others effectively and participating in creating a work culture where all can contribute their best within the parameters of their job role

# Assessment Guidelines

## Section Two: Roles and Responsibilities

### *The Assessment System: Planning Guide for the Assessor*

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

*Competency Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.*

Each **Unit of Competency** contained in a Standard describes a distinct part of a Mason's work and job profile. Within each Unit of Competency, the following components appear:

- Unit Title
- Unit Descriptor
- Elements of Competency
- Performance Criteria
- Range of Variables
- Evidence Guide

As a prelude to conducting assessments, the Assessor must be thoroughly familiar with all of the particulars and details of the Unit of Competency that is being assessed. This is a "must" for the role of the Assessor. He must be especially familiar with the Evidence Guide for gathering critical information.

The three sample assessment tools found below focus on the critical aspects of competency that can provide the required evidence to determine competency- the evidence guide. These sample assessment tools are as follows:

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist

**The duties of the Assessor include:**

- Covering all of the key elements of the Unit of Competency under assessment
- Applying rigorously the Evidence Guide for the Unit of Competency as this contains the method and context of assessment, resources required for the assessment, the critical aspects of competency, and the required underpinning knowledge, skills, and attitudes
- Developing specifications (specs) for the task sheet for Demonstration as required
- Requiring the candidate to perform project tasks that cover interrelated units of competency- known as a “clustering.”
- Making what can be termed “reasonable adjustments” for candidates with disabilities or for example, those candidates with regional dialects that prove difficult to understand

Note: These “reasonable adjustments” may involve reconfiguring a simulated workplace site so that a candidate’s disability does not impede the assessment process, or for example, finding someone who can understand a regional dialect and assist the Assessor with essential communication skills.

## *Roles and Responsibilities of Assessor*

Prior to any assessment, the Assessor should follow the specific instructions below to ensure a well-planned assessment event. In most cases s/he will be assisted by a Trainer. Nevertheless, s/he should make certain that good preparation has taken place for the assessment event.

1. Visit the assessment venue or workplace to ensure an adequate work area or platform containing:
  - Sufficient space for working- ensure square meters of work space enough for task to be carried out effectively and safely
  - Fire extinguisher and safety equipment within reach
  - Emergency procedures in place
  - All necessary tools, equipment, and materials ready at hand
  - All necessary machinery in good working order
2. Assessment is drawn and extracted from the relevant Unit of Competency based on an approved Standard and on an Evidence plan that clearly focuses on critical aspects of competency.
3. The duration of time to assess the demonstration is clearly indicated, for example, 3 hours. This information is shared with the Candidate along with other pertinent

information such as the sequence of tasks that he must follow, and the fact that he will be closely observed as the tasks are performed.

4. After the Candidate has performed the task, the Assessor will provide feedback to the Candidate on his performance.

5. The responsibility on finally deciding whether or not the Candidate was Competent or Not Yet Competent belongs to the accredited Assessor.

6. At the conclusion of the assessment, the Assessor will provide feedback on whether or not the Candidate was Competent or Not Yet Competent. S/He will also share information on next steps. These next steps include where to obtain the certificate related to the assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

## *Roles and Responsibilities of Trainer*

Prior to the assessment, you will have studied and become familiar with the Competency Standard for the industry occupation. You will also have met with or contacted the Assessor beforehand and discussed preparations and arrangements for the assessment. Your role will be to facilitate the assessment process and ensure all necessary resources are available, assisting the Assessor wherever possible. For example, once a draft spec has been produced by the Assessor, you will ensure it is fully consistent with the evidence plan and copied appropriately for use by both the Assessor and Candidate.

In addition to confirming a suitable training venue and time, you will ensure that:

- Sufficient space is allotted for task work- square meters of work space enough for demonstration tasks to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

Your duties include:

- **notifying** the Assessor and candidates of planned assessment events and their location
- **advising and assisting** the Assessor on planned assessment events
- **collecting** admission slips and signature sheets for assessment events
- **ensuring** all required forms and reporting mechanisms are in place and ready for distribution to the Assessor and to the Candidate
- **ensuring** all requisite forms are duly signed and forwarded to the SEIP Office, or certifying body

- **responding** to candidate queries and concerns such as re-assessment procedures
- **reconfiguring** workplace simulations so that candidates with disabilities are able to participate fully and without impediment
- **working** closely with the SEIP contact to ensure a successful assessment event

## *Roles and Responsibilities of Candidate*

Prior to the assessment, you will have studied and become familiar with the Competency Standard for your industry.

1. Initially, you will be given information on the task you are to perform, and the estimated time you will require to perform it. These tasks are based on the critical aspects of competency related to the performance criteria within the approved Competency Standard.

Given the necessary instructions, and/or a task-related spec and the necessary tools, materials, and equipment, you will carry out and complete a work task. You will observe that there is:

- Sufficient space for working- square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2. Assessment is drawn and extracted from the relevant Unit of Competency based on the approved Competency Standard and on an Evidence plan (proof of competence) developed by the Assessor that clearly focuses on critical aspects of competency. The Evidence plan will be based on critical assessment tools such as demonstration/task; observation; oral questions.

3. The duration of time to assess the demonstration should be clearly indicated, for example, 3 hours. This information will be given to you along with other pertinent information such as the procedure or sequence of tasks that you must follow. It is important to note that you will be closely observed and assessed throughout the duration of your demonstration. You will be given time to ask questions and request clarification. You will also be given 10 minutes to familiarize yourself with the resources to be used in the assessment.

4. Based on your performance in demonstrating the task, you will be assessed by the Assessor to be Competent or Not Yet Competent. Regardless of the result you will be given feedback from the Assessor on your performance and the next steps.

5. After you have performed the task, the Assessor will provide feedback to you on your performance.

6. The responsibility on finally deciding whether or not you are Competent or Not Yet Competent belongs to the accredited Assessor.

7. At the conclusion of the assessment, the Assessor will provide feedback on whether or not you have been assessed to be **Competent** or **Not Yet Competent**. Both your signatures will be required on the Assessment Form. You will also be allowed to make comments on the Assessor's decision. The Assessor will then share information on next steps. These next steps include where to obtain the certificate related to the successful assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

## Section Three: Tools and Templates

This toolbox of Tools and Templates offers a wide range of assessment tools that will facilitate evidence gathering and other assessment-related needs. Evidence gathering, however, should not be limited to these tools and templates alone. The toolbox should be revised or expanded as necessary, to include other tools and templates that are deemed relevant.

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist
- Evidence Plan (Overall Summary)
- Assessor Job Sheet and Specifications (Spec) Form
- Competency Assessment Results
- Assessor Planning Checklist Tool
- All About Questioning Techniques for Use in Assessment
- Quick Guide to Conducting Competency Assessments
- Assessor's Quick Start



# Demonstration Checklist

<b>Candidate's name:</b>			
<b>Assessor's name:</b>			
<b>Qualification:</b>			
<b>Project-Based Assessment Title</b>			
<b>Units of competency covered:</b>			
<b>Date of assessment:</b>			
<b>Time of assessment:</b>			
<b>Instructions for demonstration</b>			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
<b>Supplies and Materials</b> ▪ Please refer to attached specific instruction	<b>Tools and equipment</b> • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
<b>During the demonstration of skills, did the candidate:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Observation Checklist

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:		
Code:		
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## Oral Questions Checklist

Candidate's name:	
Assessor's name	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	
Reference Standard:	

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for competent/non yet competent.

List of Questions	Satisfactory Response	
-------------------	-----------------------	--

Indicate Y or N in the box provided	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Feedback to Candidate:

Candidate's overall performance was (circle):	Satisfactory	Not Satisfactory
The Candidate's underpinning knowledge was (circle):	Satisfactory	Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

## EVIDENCE PLAN: Overall Summary

<b>QUALIFICATION:</b>				
<b>Project-Based Assessment Title</b>				
<b>Units of competency covered</b>				
Ways in which evidence will be collected: [tick the column]	Observation with Questioning	Demonstration with Questioning	Written Examination	Portfolio
The evidence must show that the candidate .....				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
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•				
•				
•				
•				

# Assessor Job Sheet and Specifications (Spec) Form

This Spec is in reference to the \_\_\_\_\_ Standard, and has been developed by an Industry Representative/Assessor.

The Result\* indicates either C for Competent, or NYC for Not Yet Competent.

Unit of Competency	Elements Reviewed	Critical Aspects of Competency Covered	Result*: C/NYC

JOB #1 Procedure for Developing Specification (Spec): List the steps involved in performing the task/spec successfully. It will cover, in logical order, the critical aspects of competency listed above that will determine if the candidate is **Competent** or **Not Yet Competent**.

1.	
2.	
3.	
4.	
5.	

Tools and Equipment Required for Spec completion: List all tools, equipment, and materials required in completing Job #1:

Tools	Equipment	Materials

Assessor Name:

Date:

## Competency Assessment Results

Candidate's name:	
Assessor's name	
Qualification Title:	
Date of Assessment:	
Assessment Venue:	
Reference Standard:	
Unit of Competency:	

Assessment Unit	Competent	Not Yet Competent

Assessor's Recommendation and Comments:

Overall Assessment:

**Yes:** The Candidate successfully met the required evidence/standards and demonstrated all of the competencies necessary for certification in the Qualification and Units of Competency listed above.

**No:** The Candidate did not meet the evidence requirements. Re-assessment is recommended.

Assessor Signature:	Date:
Candidate Signature:	Date:
Assessment Center Manager Signature:	

## ASSESSMENT PLANNING CHECKLIST TOOL

Assessor's name:	
Date:	

**Directions: Circle the 'Yes' or 'No' response to each item.**

1.	The Assessor is familiar with the unit(s) of competency being assessed	Yes	No
2.	The Assessor has verified that the workplace or training center has the correct equipment, machinery, tools, and materials necessary to complete all of the relevant aspects of the unit of competency	Yes	No
3.	The Assessor has ensured that all materials and equipment were assembled and arranged in advance.	Yes	No
4.	The Assessor has all the necessary tools, templates, and specifications needed to assess the trainee including a variety of assessment tools covering practical demonstration, observation, oral question, and (where necessary) written tests relevant to the competency specified in the standard	Yes	No
5.	The Assessor has met with the trainer prior to the assessment event to discuss his/her role.	Yes	No
6.	The Assessor will discuss the performance test with the trainee and address any concerns prior to giving the test	Yes	No
7.	The Assessor will discuss and record with the trainee the results of their performance	Yes	No

**Action to be taken on "No" responses:**

## *General Guidelines for Effective Questioning*

- Keep questions short and focused on one key concept
- Ensure that questions are structured
- Test the questions to check that they are not ambiguous
- Use `open-ended questions such as `what if...?' and `why...?' questions, rather than closed questions
- Keep questions clear and straight forward and ask one at a time
- Use words that the candidate is able to understand
- Look at the candidate when asking questions
- Check to ensure that the candidate fully understands the questions
- Ask the candidate to clarify or re-phrase their answer if the assessor does not understand the initial response
- Confirm the candidate's response by repeating the answer back in his/her own words
- Encourage a conversational approach with the candidate when appropriate, to put him or her at ease
- Use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected
- Use language at a suitable level for the candidate
- Listen carefully to the answers for opportunities to find unexpected evidence
- Follow up responses with further questions, if useful, to draw out more evidence or to make links between knowledge areas
- Compile a list of acceptable responses to ensure reliability of assessments



## *Recording responses*

When using oral questioning, you may need a tool that has a structured approach (see below) and also enables you to record a candidate's responses. If the candidate's response is insufficient the assessor should record why on the recording sheet or checklist. This provides information that can be used later, if necessary, to explain to the candidate where he or she needs to develop their skills and/or knowledge to achieve the required competence.

Recording sheet for oral questioning (template)

Candidate's Name		
Assessor or Observer's Name		
Unit of Competency)		
Code		
Date of Assessment		
Location		
Task/Procedure		
Questions to be Answered by candidate	Response/Answer*	Satisfactory (Yes/No)
What would you do if ...		
What would you do if ...		
What would you do if ...		
How do you ...		
What are ...		
Why did you... (Clarification)		
Follow up Questions		
The candidate's knowledge was:	Satisfactory Unsatisfactory	
Feedback to candidate:		
Candidate signature:	Date:	
Assessor/Observer's Signature:	Date:	

## ASSESSOR GUIDE TO CONDUCTING COMPETENCY ASSESSMENTS

1. BEFORE THE ASSESSMENT	2. DAY OF ASSESSMENT	3. DURING THE ASSESSMENT	4. POST ASSESSMENT
<p>- Review unit(s) of competency to be assessed especially evidence to be collected against performance criteria</p> <p>- Ensure the workplace or training center complies with all safety requirements and that high risk areas are clearly marked</p> <p>- Identify/request essential assessment resources:</p> <ul style="list-style-type: none"> <li>• tools and equipment</li> <li>• supplies and materials</li> <li>• personal protective equipment</li> <li>• print resources and rating sheets</li> <li>• Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook</li> </ul>	<p>-Verify attendance through signed attendance sheet</p> <p>- Provide overview of what is to happen throughout day</p> <p>Orient the trainees to:</p> <ul style="list-style-type: none"> <li>• purpose of assessment</li> <li>• qualification to be assessed</li> <li>• assessment procedures to be followed</li> <li>• address needs of trainees and provide information on evidence requirements and assessment process</li> <li>• make all announcements just before start of assessment</li> </ul>	<p>Give clear instructions to trainees on what they are required to do:</p> <ul style="list-style-type: none"> <li>• time limits and expectations</li> <li>• all equipment and tools must be of the same quality for all trainees</li> <li>• written and verbal instructions translated into local dialects as needed</li> <li>• encourage questions</li> <li>• avoid providing any assistance to trainees during assessment</li> <li>• stop process if accident imminent</li> <li>• keep focused on evidence being valid, reliable, fair, flexible, and safe</li> <li>• Record details of evidence collected</li> </ul>	<p>Provide feedback on outcome of assessment process re:</p> <ul style="list-style-type: none"> <li>• give clear feedback on assessment decision</li> <li>• provide information on overcoming any gaps in competency assessment</li> <li>• provide opportunity to discuss assessment process and outcome</li> </ul> <p><b>Prepare required assessment reports:</b></p> <ul style="list-style-type: none"> <li>• all rating sheets signed by trainee as well as Assessor</li> <li>• maintain records of assessment procedures, evidence collected, and assessment outcome</li> <li>• verify assessment results/outcomes with training center</li> </ul> <p><b>Prepare</b></p> <p>recommendations for issuance of national certificate</p>

## *Assessor's Quick Start*

1. Identify the Unit(s) of Competency from the Program Standard that you are going to assess.
2. Review the Critical Aspects of Competency from the Unit of Competency that will be the basis of your Evidence Guide.
3. Select the Assessment Tools that you will use to gather evidence.
  - i. Demonstration Checklist
  - ii. Observation Checklist
  - iii. Oral Questions Checklist
4. Create spec sheet(s) for the Unit of Competency to be examined.
5. Review the assessment procedure with the Candidate and ask if there are any questions.
6. Complete the assessment using the assessment tools in the order above. You are free to use other tools as well if you wish.
7. Determine whether Candidate is **Competent** or **Not-Yet-Competent**
8. Complete all necessary record sheets.
9. Give feedback to the Candidate.

# Demonstration Checklist: Explain QA QC Principles In Construction Industry

Candidate's name:			
Assessor's name:			
Qualification:	Quality Control		
Project-Based Assessment Title			
Units of competency covered:	Explain QA QC Principles In Construction Industry		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the concept of quality and the quality domain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the different aspects of quality such as quality control and quality assurance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify the processes and procedures involved in quality control and quality assurance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Observation Checklist: Explain QA QC Principles In Construction Industry*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Explain QA QC Principles In Construction Industry	
Code:	SEIP-CON-QCO-1-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1. Describe the concept of quality and the quality domain.		
2. Describe the different aspects of quality such as quality control and quality assurance.		
3. Identify the processes and procedures involved in quality control and quality assurance.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>	<b>Date:</b>	

Assessor's Signature:

Date:

## *Oral Questions Checklist: Explain QA QC Principles In Construction Industry*

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain QA QC Principles In Construction Industry
Reference Standard:	<b>Quality Control</b>

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. What 4-step procedure is used consistently in quality control?		
2. Can you define "quality control?"		
3. What are the consequences of poor quality?		
4. What is meant by the cost of quality and optimum quality cost?		
5. Can you describe the evolution of modern concepts of quality?		

**Feedback to Candidate:**

The Candidate's overall performance was (circle):      Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

## *Demonstration Checklist: Describe Quality Implementation Arrangement Base On ISO 9001 2015*

Candidate's name:			
Assessor's name:			
Qualification:	Quality Control		
Project-Based Assessment Title			
Units of competency covered:	Describe Quality Implementation Arrangement Base On ISO 9001 2015		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
			✓ to show if evidence is demonstrated
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the principles and concepts of Total Quality Management (TQM).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the components of ISO 9001:2015.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the procedures for implementing ISO 9001:2015.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify the 10-steps to TQM.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Observation Checklist: Describe Quality Implementation Arrangement Base On ISO 9001 2015*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Describe Quality Implementation Arrangement Base On ISO 9001 2015	
Code:	SEIP-CON-QCO-2-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1. Describe the principles and concepts of Total Quality Management (TQM).		
2. Describe the components of ISO 9001:2015.		
3. Describe the procedures for implementing ISO 9001:2015.		
4. Identify the 10-steps to TQM.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:



## *Oral Questions Checklist: Describe Quality Implementation Arrangement Base On ISO 9001 2015*

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Describe Quality Implementation Arrangement Base On ISO 9001 2015
Reference Standard:	<b>Quality Control</b>

**The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.**

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. What are the 10-steps to Total Quality Management (TQM)?		
2. What are the eight components of ISO 9001:2015?		
3. Can you briefly summarize the procedure of implementing ISO 9001:2015?		
4. Can you identify the eight elements of TQM?		
5. What is meant by RADAR logic?		
6. What is involved in business excellence?		

**Feedback to Candidate:**

The Candidate's overall performance was (circle):      Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

## *Demonstration Checklist: Explain Company Based QMS And Control Of Materials And Equipment*

Candidate's name:			
Assessor's name:			
Qualification:	Quality Control		
Project-Based Assessment Title			
Units of competency covered:	Explain Company Based QMS And Control Of Materials And Equipment		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the barriers of implementing an effective quality management system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe effective Quality Management System (QMS) practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Review the performance of construction companies in Bangladesh in relation to quality control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Observation Checklist: Explain Company Based QMS And Control Of Materials And Equipment*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Explain Company Based QMS And Control Of Materials And Equipment	
Code:	SEIP-CON-QCO-3-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1. Identify the barriers of implementing an effective quality management system.		
2. Describe effective Quality Management System (QMS) practices.		
3. Review the performance of construction companies in Bangladesh in relation to quality control.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## *Oral Questions Checklist: Explain Company Based QMS And Control Of Materials And Equipment*

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Company Based QMS And Control Of Materials And Equipment
Reference Standard:	<b>Quality Control</b>

**The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.**

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you identify eight barriers to implementing an effective quality management system?		
2. What are some effective Quality Management System (QMS) practices?		
3. How would you describe the performance of construction companies in Bangladesh as regards quality control and why?		
4. How important is the building of teams in quality management systems?		
5. Is measurement important in quality control practices?		

**Feedback to Candidate:**

**The Candidate's overall performance was (circle):      Satisfactory/ Not Satisfactory**

**The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory**

<b>Assessor Signature:</b>	<b>Date:</b>
<b>Candidate Signature:</b>	<b>Date:</b>

# *Demonstration Checklist: Apply Project Based QMS And Introduction Of Checklist For Different Elements*

<b>Candidate's name:</b>			
<b>Assessor's name:</b>			
<b>Qualification:</b>	Quality Control		
<b>Project-Based Assessment Title</b>			
<b>Units of competency covered:</b>	Apply Project Based QMS And Introduction Of Checklist For Different Elements		
<b>Date of assessment:</b>			
<b>Time of assessment:</b>			
<b>Instructions for demonstration</b>			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
<b>Supplies and Materials</b> ▪ Please refer to attached specific instruction	<b>Tools and equipment</b> • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
<b>During the demonstration of skills, did the candidate:</b>	Yes	No	N/A
1. Describe the customer satisfaction principle using the KANO Model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify three common practices in partnership and subcontracting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify the importance of checklists in controlling quality costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify a checklist for risk management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Observation Checklist: Apply Project Based QMS And Introduction Of Checklist For Different Elements*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Apply Project Based QMS And Introduction Of Checklist For Different Elements	
Code:	SEIP-CON-QCO-4-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1. Describe the customer satisfaction principle using the KANO Model.		
2. Identify three common practices in partnership and subcontracting.		
3. Identify the importance of checklists in controlling quality costs.		
4. Identify a checklist for risk management.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## *Oral Questions Checklist: Apply Project Based QMS And Introduction Of Checklist For Different Elements*

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Apply Project Based QMS And Introduction Of Checklist For Different Elements
Reference Standard:	<b>Quality Control</b>

**The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.**

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. What are three useful practices in partnership and subcontracting?		
2. Can you describe the KANO Model?		
3. Why are checklists important in quality management systems?		
4. Why is progress reporting important?		
5. How can customer satisfaction be measured?		

**Feedback to Candidate:**

The Candidate's overall performance was (circle):      Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

# Demonstration Checklist: Apply Quality Control Mechanisms

Candidate's name:			
Assessor's name:			
Qualification:	Quality Control		
Project-Based Assessment Title			
Units of competency covered:	Apply Quality Control Mechanisms		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the integrated project quality plan and documentation procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe/apply sampling procedure, testing, and inspection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe/perform field visit for implementing sampling and inspection procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## *Observation Checklist: Apply Quality Control Mechanisms*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Apply Quality Control Mechanisms	
Code:	SEIP-CON-QCO-5-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1. Describe the integrated project quality plan and documentation procedure.		
2. Describe/apply sampling procedure, testing, and inspection.		
3. Describe/perform field visit for implementing sampling and inspection procedure.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## Oral Questions Checklist: Apply Quality Control Mechanisms

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Apply Quality Control Mechanisms
Reference Standard:	<b>Quality Control</b>

**The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.**

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. What is meant by "sampling procedure" and why is it conducted?	<input type="checkbox"/>	<input type="checkbox"/>
2. Why is documentation important in the application of quality control mechanisms?	<input type="checkbox"/>	<input type="checkbox"/>
3. What is the purpose of field visits as they apply to quality control mechanisms?	<input type="checkbox"/>	<input type="checkbox"/>
4. What is meant by an integrated project quality plan and documentation procedure?	<input type="checkbox"/>	<input type="checkbox"/>
5. To what extent and why is teamwork important in applying quality control mechanisms?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to Candidate:**

The Candidate's overall performance was (circle):      Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

# Demonstration Checklist: Apply 5S Kaizen And QCC Quality Tools

Candidate's name:			
Assessor's name:			
Qualification:	Quality Control		
Project-Based Assessment Title			
Units of competency covered:	Apply 5S Kaizen And QCC Quality Tools		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Carry out application of 5S to the satisfaction of the Assessor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exercise application of 5S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply Quality Control Circle (QCS) principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Exercise application of Kaizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Observation Checklist: Apply 5S Kaizen And QCC Quality Tools*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Apply 5S Kaizen And QCC Quality Tools	
Code:	SEIP-CON-QCO-6-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1. Carry out application of 5S to the satisfaction of the Assessor.		
2. Exercise application of 5S.		
3. Apply Quality Control Circle (QCC) principles.		
4. Exercise application of Kaizen.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## *Oral Questions Checklist: Apply 5S Kaizen And QCC Quality Tools*

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Apply 5S Kaizen And QCC Quality Tools
Reference Standard:	<b>Quality Control</b>

**The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.**

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. What is meant by "kaizen" and why is it important?		
2. Can you define and describe the elements of 5S?		
3. Can you describe the application of the Quality Control Circle?		
4. What is done during a field visit to a company implementing 5S?		
5. What is the end goal of kaizen?		

**Feedback to Candidate:**

The Candidate's overall performance was (circle):      Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

## *Demonstration Checklist: Apply Quality Tools And Implementation Techniques In Construction Industry*

Candidate's name:			
Assessor's name:			
Qualification:	Quality Control		
Project-Based Assessment Title			
Units of competency covered:	Apply Quality Tools And Implementation Techniques In Construction Industry		
Date of assessment:			
Time of assessment:			
<b>Instructions for demonstration</b>			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
<b>During the demonstration of skills, did the candidate:</b>	Yes	No	N/A
1. Describe Statistical Quality Control (SQC) tools and techniques used in process and quality management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Carry out the application of SQC tools and techniques using Excel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Perform a field visit/simulation with a company implementing SQC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Observation Checklist: Apply Quality Tools And Implementation Techniques In Construction Industry*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Apply Quality Tools And Implementation Techniques In Construction Industry	
Code:	SEIP-CON-QCO-7-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1. Describe Statistical Quality Control (SQC) tools and techniques used in process and quality management.		
2. Carry out the application of SQC tools and techniques using Excel.		
3. Perform a field visit/simulation with a company implementing SQC.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## *Oral Questions Checklist: Apply Quality Tools And Implementation Techniques In Construction Industry*

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Apply Quality Tools And Implementation Techniques In Construction Industry
Reference Standard:	<b>Quality Control</b>

**The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.**

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. Identify and briefly describe the purpose of seven SQC tools and techniques.		
2. Why is Excel effective or useful in SQC work?		
3. To what extent is teamwork important in SQC work and why?		
4. Why are checklists so important in SQC work and can you provide an example?		
5. What is meant by a "Pareto Analysis"?		

**Feedback to Candidate:**

The Candidate's overall performance was (circle):      Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:



## Demonstration Checklist: Identify Methods Of Quality Control Reporting Systems

Candidate's name:			
Assessor's name:			
Qualification:	Quality Control		
Project-Based Assessment Title			
Units of competency covered:	Identify Methods Of Quality Control Reporting Systems		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the application of different forms of quality system documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the implementation of documented procedures and work instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe quality system assessment documentation and reporting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Carry out a field visit/simulation to a company regarding its application of documentation and reporting systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Observation Checklist: Identify Methods Of Quality Control Reporting Systems*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Identify Methods Of Quality Control Reporting Systems	
Code:	SEIP-CON-QCO-8-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1. Identify the application of different forms of quality system documentation.		
2. Describe the implementation of documented procedures and work instructions.		
3. Describe quality system assessment documentation and reporting.		
4. Carry out a field visit/simulation to a company regarding its application of documentation and reporting systems		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## *Oral Questions Checklist: Identify Methods Of Quality Control Reporting Systems*

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Identify Methods Of Quality Control Reporting Systems
Reference Standard:	<b>Quality Control</b>

**The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.**

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you identify five quality system documents and their general purposes?	<input type="checkbox"/>	<input type="checkbox"/>
2. Can you describe the quality system documentation of assessment and reporting?	<input type="checkbox"/>	<input type="checkbox"/>
3. Why are checklists of use on field visits?	<input type="checkbox"/>	<input type="checkbox"/>
4. Why are quality manuals important?	<input type="checkbox"/>	<input type="checkbox"/>
5. To what extent is communication important in the development of quality control reporting mechanisms and why?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to Candidate:**

**The Candidate's overall performance was (circle):      Satisfactory/ Not Satisfactory**

**The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory**

<b>Assessor Signature:</b>	<b>Date:</b>
<b>Candidate Signature:</b>	<b>Date:</b>

# Demonstration Checklist: Explain Quality Audit

Candidate's name:			
Assessor's name:			
Qualification:	Quality Control		
Project-Based Assessment Title			
Units of competency covered:	Explain Quality Audit		
Date of assessment:			
Time of assessment:			
<b>Instructions for demonstration</b>			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify eight quality audit components and the implementation procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Perform a quality audit field visit or simulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Observation Checklist: Explain Quality Audit*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Explain Quality Audit	
Code:	SEIP-CON-QCO-9-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	<b>YES</b>	<b>NO</b>
1. Identify eight quality audit components and the implementation procedure.		
2. Perform a quality audit field visit or simulation.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## Oral Questions Checklist: Explain Quality Audit

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Quality Audit
Reference Standard:	<b>Quality Control</b>

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you identify eight quality audit components?	<input type="checkbox"/>	<input type="checkbox"/>
2. What are the expectations on quality audit field visits?	<input type="checkbox"/>	<input type="checkbox"/>
3. What are the different types of certification audits?	<input type="checkbox"/>	<input type="checkbox"/>
4. What is involved in checklist preparation?	<input type="checkbox"/>	<input type="checkbox"/>
5. What is the importance of a quality audit?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to Candidate:**

The Candidate's overall performance was (circle):      Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date: