



QUALIFICATION HANDBOOK

**SVQ Winter Services (Construction)
at SCQF Level 5**

Qualification reference number: GM0845

Contents	Page
1. Introduction	3
2. Qualification objective(s)	3
3. Progression	4
4. Entry requirements	4
5. Qualification structure	4
6. Assessment	6
7. Assessors	11
8. Internal verification	12
9. Internal verifiers	13
10. External verification	14
11. Certification	14
12. Equality and diversity	14
13. Fees	14
Appendices	
Appendix 1 – Candidate template documents	15
Appendix 2 – Units	16
Appendix 3 – Assessment template documents	35
Appendix 4 – Assessor template documents	42
Appendix 5 – Internal Verifier template documents	44



Document control and history	
Document status:	External
Owner:	RM
Version and date:	Version 1 – November 2016
Summary of revisions:	Revisions to V1: N/A

1. Introduction

1.1 This qualification has been developed to seek to ensure that minimum standards of technical competence and health and safety are maintained with regards to reducing the impact of ice or snow. This is suitable for road construction/ highways maintenance operatives, supervisors or managers as appropriate and for those working independently or as part of a team to operate plant, machinery, equipment or vehicles.

1.2 These requirements have been specified in the National Occupational Standards (NOS) developed by the Standard Setting Body (SSB) Construction Skills in liaison with employers and industry/ sector representatives. This qualification is based upon the Winter Service suite of NOS, and incorporates the Qualification Structure approved by SQA Accreditation.

1.3 Successful completion of this qualification will allow candidates to show they have sufficient knowledge, understanding and skills to demonstrate competence in Winter Services.

1.4 This Handbook provides the information required to assist approved centres in delivering the qualification and preparing candidates for assessment. This includes some template forms that may be used / adapted by centres. Note that you are able to create your own, or use existing forms for this purpose. Centres are encouraged to use QFI's on-line portfolio.

This document should be read in conjunction with QFI's policies and the Centre Handbook.

2. Qualification objective(s)

2.1 The qualification is suitable for apprentices / those already in employment (including operatives, supervisors or managers that wish to develop their knowledge and skills in winter services as part of road construction/ highways maintenance roles.

2.2 In order to do this, the qualification covers technical and health and safety standards, and supports roles relating to winter services within the context of road construction/ highways maintenance.

3. Progression

3.1 This qualification is primarily designed to allow candidates to employment in roles relating to winter services or to develop existing roles to accommodate this. Successful completion of this qualification may therefore lead to employment/ promotion that includes winter services within the context of road construction/ highways maintenance.

3.2 Candidates achieving this qualification may also wish to progress to higher level qualifications such as those aimed at supervisory/ management roles.

3.5 Candidates may also choose to undertake qualifications in more generic subjects such as a health and safety in the workplace.

4. Entry requirements

4.1 Candidates must be at least 18 years of age to be able to undertake this qualification.

4.2 Those that will be driving construction vehicles as part of their chosen pathway/ additional units must hold a full driving licence.

4.3 There are no other specific entry requirements, though the National Careers Service does recommend physical fitness.

4.4 Candidates taking this qualification must be made fully aware of what this entails. Centres must be satisfied that candidates have the experience and skills and will have sufficient assessment opportunities within their job role to provide evidence of competence for this qualification. Where this may not be the immediate case, candidates should check with their employer whether they are able to go out with departmental or immediate job role boundaries to gain the necessary assessment opportunities.

4.5 A sample induction checklist is included at Appendix 1.

5. Qualification structure

5.1 The structure for this qualification is set by the Sector Skills Council Construction Skills and approved by SQA Accreditation.

5.2 To achieve this qualification candidates must achieve:

- All 4 mandatory units

Mandatory Units - Candidates must complete the following four units

SSB code	Title of mandatory unit (must complete both)	SCQF level	SCQF credits
VR608v1	Operate plant, machinery, equipment or vehicles to prevent, clear or reduce the impact of ice or snow	5	27
VR641v2	Conform to general workplace health, safety and welfare	6	12
VR642v1	Conform to productive work practices	5	5
VR643v1	Move, handle or store resources	5	5

All units are included in Appendix 2 of to this document.

Endorsements: One of the following:

Up to 3500kg (e.g plant, machinery and vehicles below 3500kg, vehicles up to 3500kg including agricultural tractors, Highways Agency dedicated winter service vehicles, equipment, towed equipment).

From 3500kg to 7500kg – medium LGV (e.g. vehicles, Highways Agency equipment [Foden 4000 series and dedicated winter service vehicles], National Assembly for Wales dedicated vehicles, equipment, towed equipment).

Over 7500kg – HGV (e.g. Highways Agency dedicated winter service vehicles, National Assembly for Wales dedicated vehicles, equipment, towed equipment).

Snowplough up to 3500kg.

Snowplough up to 7500kg.

Snowplough over 7500kg.

Snow blower – dedicated (e.g. Highways Agency/National Assembly for Wales winter service vehicles [Rolba 400 or 1000 series]).

Snow blower – demountable (e.g. vehicles, equipment, snowploughs up to 7500kg).

Pedestrian controlled mechanised equipment (e.g. snowblower dedicated).

Towed equipment (e.g. over 7500kg)

Specialist equipment (e.g. ice breaker, ice melter)

Plus one of the following: Dual carriageway roads, Single carriageway roads, Cycle ways, Footways/footpaths, Off highway areas (e.g. car parks, vehicle yards, airports, platforms, stadiums, loading bays, quaysides).

Plus one of the following: Spreading, Spraying, Ploughing, Blowing, Clearing.4

6. Assessment

6.1 Roles and responsibilities

There are a number of people involved in the assessment process and the role of each needs to be clearly understood by each.

- Candidates – must familiarise themselves with the content of the units that they are taking and how these are to be assessed. They should co-operate with the assessment process, looking for opportunities to evidence the elements and gathering evidence where this arises. Candidates must take on board feedback from their assessor and work with their assessor to develop realistic plans for assessment. An Assessment Plan and Review template is included at Appendix 3.
- Assessors - must familiarise themselves with the content of the units that they are assessing and how these are to be assessed. They must assist candidates in identifying assessment opportunities, gathering, and presenting evidence. Assessors must assess all elements and record these assessments. Templates for recording elements, and for unit achievement, are at Appendix 4. Assessors must feedback and work with candidates to identify any gaps and develop realistic plans for assessment. They must also work with the Internal Verifier and External Verifier to ensure a common standard of assessment.
- Internal Verifiers – sometimes known as Internal Quality Assurers (IQAs), their role is to ensure that the assessment process is appropriate, consistent, fair and transparent; that assessors receive on-going support and that they are assessing to a common standard; and that awards are valid, reliable and consistent. IVs must develop a strategy that includes standardisation activities such as reviewing samples of evidence from each assessor, and countersigning the decisions of unqualified assessors.
- External Verifiers - sometimes known as External Quality Assurers (EQAs), are appointed by QFI and are independent of the centre. Their role is to check that internal processes are in place to ensure robust, consistent assessment. This includes sampling assessment evidence.

6.2 SCQF level 5 descriptors

This qualification is pitched at SCQF level 5. The following are descriptions of what a candidate should be able to do or demonstrate at this level. These are for guidance only – it is not expected that every point will be covered.

Knowledge and understanding

Demonstrate and/or work with: Basic knowledge; A range of simple facts, ideas and theories in, about, and associated with, a subject/discipline/sector; Knowledge and understanding of basic processes, materials and terminology.

Applied knowledge, skills and understanding

Relate knowledge and ideas to personal and/or practical contexts; Use a range of skills associated with the subject/discipline/sector to complete some routine and non-routine tasks; Plan and organise both familiar and unfamiliar tasks; Select appropriate tools and materials and use them safely and effectively; Adjust tools where necessary following safe practices

Generic cognitive skills

Use a process to deal with a problem, situation or issue that is straightforward; Operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical.

Communication, IT and numeracy skills

Use a range of routine skills, for example: Produce and respond to detailed written and oral communication in familiar contexts; Use standard ICT applications to process, obtain and combine information; Use a range of numerical and graphical data in routine contexts that may have some non-routine elements.

Autonomy, accountability and working with others

Work alone or with others on tasks with minimum directive supervision; Agree goals and responsibilities for self and/or work team; Take lead responsibility for some tasks; Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes.

6.3 The assessment process

Assessment for this qualification, and for individual units that comprise the qualification, must take place in accordance with '*Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs*' (December 2014).

This document translates the requirements of the assessment strategy and gives guidance to ensure that centres meet these.

Centres delivering the qualification must ensure that assessors and Internal Verifiers are aware of the assessment strategy and how to access this. External Verifiers may check this requirement during monitoring visits to centres.

Assessment involves the following key stages: planning; producing evidence; assessing evidence; recording. Each of these is considered in more detail below.

6.3.1. Planning

The assessor must create an Assessment Plan with each candidate that he/ she will be assessing. The Assessment Plan will need to be reviewed as the candidate progresses through the units. A template for assessment planning and review is at Appendix 3 of this document.

A wide range of assessment methods exist that can be used to assess knowledge and skills. Methods of assessment that are commonly used for assessing competence based qualifications such as N/SVQs include the following:

- Product evidence – this relates to the outcome of the candidate’s work, and the actual product that is generated as a result of their work.
- Direct observation – where an assessor (or credible witness) will directly observe the candidate undertaking certain tasks/ creating products that occur as part of their role. Observations must be referenced to the elements covered
- Question/ answer – these will often supplement the methods above, for example the assessor may ask the candidate a number of questions whilst they are undertaking a task. Questioning is a useful way to establish knowledge and to generate evidence of this
- Witness testimony – credible witnesses may be identified who can for example testify that the candidate can successfully undertake certain tasks
- Personal statement – declaration made by the candidate that should be referenced to elements

Centres should ensure that their Assessors use the methods above to assess candidates for this qualification.

Template assessment documents including an Assessor Report can be found at Appendix 3.

6.3.2 Producing evidence

The methods of assessment must generate evidence to demonstrate the candidates’ competence. Evidence produced in the workplace is central to *‘Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs’* (December 2014).

. Workplace evidence is vital to ensuring that the candidate is competent to industry standards and a suitable way of recording this must be used.

The following indicates the type of evidence generated by the methods on the section above:

- Product evidence –Photographic or video evidence is often used to record this, or it may also be recorded via the method below. Labelled photographs and/or videos that clearly show the candidate are sources of evidence for this purpose.
- Direct observation –observations must be recorded via an Assessor or other report (e.g. witness statement)
- Question/ answer –both the questions and the candidate’s responses to these must be recorded either in writing or via some audio or visual device (e.g. part of a video recording).
- Witness testimony – this may be written, audio or visual recordings
- Personal statement – the declaration made by the candidate must be recorded

All of the above must be referenced to the evidence that they cover.

Templates that may be used for recording evidence are at Appendix 3. QFI’s on-line portfolio may be used to record evidence.

Feedback should be given to the candidate on an on-going basis and where there are any gaps or shortfalls in evidence then these should be incorporated into the Assessment Plan.

Assessment must meet the requirements of the performance criteria, knowledge and understanding documented for each unit of assessment. Methods of assessment must ensure coverage of all elements, scope and range, and generate sufficient evidence to demonstrate competence.

A holistic approach towards the collection of evidence is encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Taken as a whole the evidence must show that the candidate consistently meets the standard across the scope/ range over a period of time.

Direct evidence produced through normal performance in the workplace is the primary source for meeting these requirements. This includes naturally occurring evidence, direct observation of activities and witness testimony as relevant, all of which must be recorded.

Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence/ completed work

All of which must be recorded and made available for verification purposes.

6.3.3. Simulation

Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:

- there are hazards
- it is difficult to distinguish individual performance in team situations
- circumstances occur infrequently or long term results are involved
- confidentiality is important
- there are organisational constraints.

Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be stated in the unit.

6.3.4 Assessing evidence

Evidence must be assessed against the units/ elements to establish whether the candidate is competent with regards to their performance and knowledge. In order to achieve the qualification candidates must achieve a 'pass'. The evidence must show that the candidate consistently (i.e. on more than one occasion) meets all of the elements across the scope/range of each unit.

If there is insufficient evidence to make this judgement then plans must be made as to how the candidate can produce further evidence in order to demonstrate competence.

Assessors must check that the evidence produced is sufficient in volume, relevant and current. They must also be confident that the evidence has been generated by the candidate. Assessors and candidates normally sign documentation to declare that the evidence produced is that of the candidate and no other.

6.3.5 Recording evidence

Evidence (or reference to where certain evidence is located) is normally kept in a portfolio. This may be paper-based or electronic. QFI centres will be given access to QFI's secure E-portfolio system upon approval as a centre. All evidence contained within the portfolio must be clearly referenced to the units and elements. Candidates' progress can therefore be tracked. Note that certain pieces of evidence can be recorded across more than a single element. Tracking is important to show where this is that case.

It is helpful to give each piece of evidence a number so that this can be mapped across elements. See the template forms at Appendix 4. Assessment decisions made against the evidence must also be recorded so that an IV or an EV can see these. All evidence must be kept for internal and external verification.

7. Assessors

7.1 The occupational competence of assessors is defined in '*Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs*' (December 2014).

7.2 The roles and responsibilities of assessors is outlined in the section above. Assessors must be competent to perform their role and either hold the qualifications needed to carry out assessment – or achieve within 18 months of commencing their role:

- D32 or D33
- A1
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification as identified by SQA Accreditation

Assessors must also:

- have a sound, in-depth knowledge of, and uphold the integrity of, the relevant NOS and Assessment Strategy to enable them to carry out assessment to the standards specified
- have the occupational expertise (craft/ trade specific) before commencing their role so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing
- only assess in their acknowledged area of occupational competence
- maintain the currency of this for the duration of their role
- know QFI's requirements for recording assessment decisions and maintaining assessment records

7.3 Holders of A1 and D32/33 must assess to the current National Occupational Standards (NOS) for Learning and Development.

7.4 Assessors must be registered with QFI. The **Centre Handbook** provides details.

7.5 The assessment decisions of unqualified assessors must be countersigned by the IV.

8. Internal verification

8.1 Centres' internal assessment processes and practices must be effective and support the integrity and consistency of the qualification. This is achieved through the internal quality assurance that is undertaken by the approved centre, and the external quality assurance that is undertaken by QFI. Centres must operate explicit, written internal quality assurance procedures to ensure:

- the accuracy and consistency of assessment decisions between assessors operating at the centre
- that assessors are consistent in their interpretation and application of the qualifications or unit(s) learning outcomes

8.2 Centres must appoint IVs who will be responsible for:

- regular sampling evidence of assessment decisions made by all assessors across all aspects of assessment for the qualification. Sampling must include direct observation of assessment practice
- maintaining up-to-date records of IV and sampling activity (what was evidence was sampled or assessors / IV observed where there is more than one) and ensuring that these are available for external quality assurance
- establishing procedures to ensure that all assessors interpret the learning outcomes in the same way
- monitoring and supporting the work of assessors
- facilitating appropriate staff development and training for assessors
- providing feedback to the EV on the effectiveness of assessment
- ensuring that any corrective action required by QFI is carried out within agreed timescales.

8.3 Centres must ensure that the decisions of unqualified IVs are checked, authenticated and countersigned by an IV who is appropriately qualified and occupationally expert. QFI will monitor a centre's compliance with these requirements through monitoring visits and certification claims.

8.4 The IV is also responsible and accountable for arranging the checking and countersigning process. IVs may verify only evidence that they did not assess themselves. Further guidance on internal quality assurance/verification is provided in the **Centre Handbook**. Appendix 5 of this document indicates suggested content for an IV strategy, and a template for sampling assessment evidence.

9. Internal verifiers

9.1 The occupational competence of IVs is described in '*Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs*' (December 2014).

9.2 The roles and responsibilities of IVs is outlined above. IVs must competent to perform their role and either hold the qualifications needed to carry out internal verification – or be working towards and achieve within 18 months of commencing their role:

- D34
- V1
- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification as identified by SQA Accreditation

9.3 IVs must demonstrate relevant, current and credible occupational competence (this may be demonstrated through qualifications achieved and/or work history) and maintain the currency of this/ CPD for the duration of their role.

9.4 It is strongly recommended that IVs also hold assessor qualifications (see assessor section above).

9.5 IVs must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

9.6 IVs must be registered with QFI. The **Centre Handbook** provides details.

10. External verification

10.1 External verification of this qualification ensures that the requirements are met as described in '*Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs*' (December 2014).

10.2 QFI's External Verifiers hold a nationally recognised external verification qualification and demonstrate current and credible occupational competence.

10.3 Centre visits will normally take place on an annual basis, though these could be more frequent if deemed necessary as a result of QFI's risk assessments. The **Centre Handbook** provides further details on external verification including to prepare for centre visits.

11. Certification

11.1 Note that there is a lapsing period of three years for this qualification. This means that when the qualification expires, is withdrawn or replaced by a revised version, candidates registered have three years from the expiry date in which to complete the qualification. This will allow sufficient time for candidate's to compete and allow for currency of evidence.

12. Equality and diversity

12.1 This qualification must be assessed in English.

12.2 Assessment must be inclusive and where appropriate reasonable adjustments made to ensure equality of access in line with QFI's Equality and Diversity Policy. Full details are included in the QFI Centre Handbook.

12.3 Special consideration is not normally given for competence based qualifications as it is necessary for candidates to demonstrate that they have the necessary skills and knowledge to achieve the qualification and operate safely in the workplace.

12.4 Equality data will be collected at the point of registration. This is for monitoring purposes only and will include age, gender, ethnicity, and disability.

13. Fees

13.1 The current fees for this qualification, and for individual units, are included in the QFI Fees and Invoicing document. This document also details what is/ is not included in fees.

13.2 Fees may be broken down to a reasonable level upon request to QFI.

APPENDIX 1 - CANDIDATE TEMPLATE DOCUMENTS

Sample Form Induction checklist

This document indicates what may be covered as part of a candidate's induction.
This list is not exhaustive.

	Tick
Qualification information: <ul style="list-style-type: none"> • Units • Structure • Summary of assessment • Awarding body 	
Roles and responsibilities: <ul style="list-style-type: none"> • Candidate • Assessor • Internal Verifier • External Verifier 	
Training and assessment process: <ul style="list-style-type: none"> • Planning • Collection of evidence (including methods) • Review of evidence • Feedback on evidence • Verification of evidence • Certification 	
Policies: <ul style="list-style-type: none"> • Complaints • Appeals • Malpractice • Data protection • Health and safety • Equality (including reasonable adjustments/ additional support) 	
Forms: <ul style="list-style-type: none"> • Enrolment • Other 	
I confirm that I have received this induction and the associated documents: Candidate name: Candidate signature: Date:	

APPENDIX 2 – UNITS

The following four units are mandatory

<p>COSVR608 Operate plant, machinery, equipment or vehicles to prevent, clear or reduce the impact of ice or snow</p>
<p>Overview This standard is about interpreting information, adopting safe, healthy and environmentally responsible working practices, selecting and using materials, components and equipment, setting up, operating and shutting down plant, machinery, equipment or vehicles for preventing, clearing or reducing the impact of ice or snow This standard is for people working independently or as part of a team to operate plant, machinery, equipment or vehicles that reasonably prevents, clears or reduces the impact of ice or snow, it can be used by operatives, supervisors and managers.</p>
<p>Performance criteria You must be able to: P1 interpret the given operating information relating to the use of plant or machinery, equipment or vehicle and confirm its relevance P2 organise with others the sequence in which the work is to be carried out P3 comply with the relevant, current legislation, special legal status documents, official guidance and organisational procedures to maintain safe and healthy work practices P4 request resources to sustain plant or machinery, equipment or vehicle operations to complete the programme of work P5 select plant, machinery, equipment or vehicle resources for the methods of work and operations to be carried out P6 comply with organisational procedures to minimise the risk of damage to the work and surrounding area P7 comply with the given contract information to carry out the work efficiently to the required specification P8 complete the work within the allocated time, in accordance with the programme of work.</p>
<p>Knowledge and understanding You need to know and understand: Performance Criteria 1 Interpretation of information K1 the organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented K2 the types of information, their source and how they are interpreted K3 the organisational procedures to solve problems with the information and why it is important they are followed Performance Criteria 2 Organise with others K4 communication of ideas between team members K5 organisation of resources in conjunction with the progress of work K6 the skills required to carry out the work Performance Criteria 3 Safe work practices K7 the level of understanding operatives must have of information for relevant, current legislation, Approved Codes of Practice and official guidance and how it is applied K8 how emergencies should be responded to and who should respond K9 the organisational security procedures for plant, machinery, equipment and vehicles, tools and personal belongings K10 what the accident reporting procedures are and who is responsible for making the report K11 why, when and how health and safety control equipment should be used</p>

K12 how to comply with environmentally responsible working practices to meet the requirements of current legislation and official guidance

Performance Criteria 4 Request resources

K13 the organisational procedures for requisitioning consumables and other resources

Performance Criteria 5 Selection of resources

K14 the characteristics, quality, uses, sustainability, limitations and defects associated with plant, machinery, equipment and vehicle resources and how defects should be rectified K15 how the resources should be used and how any problems associated with the resources are reported K16 the organisational procedures to select resources, why they have been developed and how they are used K17 the hazards associated with the resources and methods of work and how they are overcome

Performance Criteria 6 Minimise the risk of damage

K18 how to protect work from damage and the purpose of protection K19 why disposal of waste should be carried out safely and how it is achieved

Performance Criteria 7 Meet the contract specification

K20 how methods of work, to meet the specification, are carried out and problems reported

K21 how maintenance of plant, machinery, towed equipment, vehicles, tools and equipment is carried out

Performance Criteria 8 Allocated time

K22 what the programme is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

Scope/range

Performance Criteria 1

1 interpretation of drawings, specifications, schedules, method statements, risk assessments, weather forecasts, maps, navigation aids and manufacturers' information related to the plant, machinery, towed equipment, equipment or vehicle operations and the work to be carried out

Performance Criteria 2

2 organisation of own work

3 communication with team members and other associated occupations about the plant, machinery, towed equipment, equipment or vehicle operation and the work to be carried out

Performance Criteria 3

4 avoidance of risk by complying with the given safety information relating to at least six of the following

4.1 methods of work 4.2 safe use of health and safety control equipment 4.3 current training, competence and authority 4.4 safe use and storage of plant, machinery, towed equipment or vehicles 4.5 safe use and storage of tools and equipment 4.6 safe use of access equipment 4.7 dealing with customers (pedestrians and road users) 4.8 specific risks to health

Performance Criteria 4

5 follow organisational procedures for the requisition of consumables, materials and other resources

Performance Criteria 5

6 selection of resources associated with own work 6.1 tools and ancillary equipment

Performance Criteria 6

7 protection of the work and its surrounding area from damage

8 maintain a clean work space 9 disposal of waste in accordance with current legislation

Performance Criteria 7

10 demonstration of work skills to measure, check, align, adjust, set, clear, and record

11 use and maintain hand tools and ancillary equipment

12 operate pedestrian controlled equipment plus at least one of the following winter service plant, machinery, equipment or vehicles to reasonably prevent, clear or reduce the impact of ice or snow to given working instructions 12.1 up to 3500kg 12.2 from 3500kg to 7500kg (medium LGV) 12.3 over 7500kg (HGV) 12.4 snowplough up to 3500kg 12.5 snowplough up to 7500kg 12.6 snowplough over 7500kg 12.7 snowblower dedicated 12.8 snowblower demountable 12.9

pedestrian controlled mechanised equipment 12.10 towed equipment 12.11 specialist equipment (ice breaker, melter)

13 reasonably prevent, clear or reduce the impact of ice or snow for at least one of the following
 13.1 dual carriageway roads 13.2 single carriageway roads 13.3 cycle ways 13.4 footways and/or footpaths 13.5 off highway areas (car parks, vehicle yards, airports, platforms, stadiums, loading bays or quaysides)

14 operate plant, machinery, towed equipment, vehicles or equipment to reasonably prevent, clear or reduce the impact of ice or snow to given working instructions by at least one of the following methods 14.1 spreading 14.2 spraying 14.3 ploughing 14.4 blowing 14.5 clearing 15 record and report activities and progress 16 shut down and secure plant, machinery, towed equipment, vehicles or equipment

Performance Criteria 8

17 completion of own work within the estimated, allocated time to meet the needs of other occupations and client.

Scope/range related to knowledge and understanding

Communication

1 discussions, sketches, electronic data and briefings

Disposal of waste

2 environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance

Emergencies

3 operative's response to situations in accordance with organisational authorisation and personal skills when involved with 3.1 fires, spillages, injuries 3.2 emergencies relating to occupational activities 3.3 hypothermia and cold weather related injuries (causes, symptoms and treatment)

Hazards

4 those identified by method of work, risk and COSHH assessments, manufacturers' technical information, statutory regulations and official guidance

Health and safety control equipment

5 identified by the principles of prevention for occupational use, types and purpose of each type, work situations and general work environment 5.1 collective protective measures 5.2 local exhaust ventilation (LEV) 5.3 personal protective equipment (PPE)

Information

6 drawings, specifications, schedules, method statements, risk assessments, weather forecasts, maps, navigation aids, manufacturers' information and current regulations governing the operation of plant, machinery, equipment and vehicles

Legislation, Approved Codes of Practice and official guidance

7 this relates to the operative's responsibilities regarding potential accidents, health hazards and the environment, working alone and mobile work whilst working in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting

Maintenance

8 operative care of plant, machinery, towed equipment or vehicles, hand tools, ancillary equipment and accessories

Methods of work

9 application of knowledge for safe and healthy work practices, procedures and skills relating to the method and area of work and materials used to 9.1 identify the characteristics of the winter service plant, machinery, equipment and vehicles and attachments for preventing, clearing and reducing the impact of ice and snow 9.2 complete pre-start, running and post stop checks 9.3 identify valid certification for maintenance and inspection 9.4 prepare, set up and adjust for operational requirements, safety and security 9.5 carry out function checks for spreading, spraying, ploughing, blowing and clearing 9.6 confirm routes and locations requiring priority treatment 9.7 identify the suitability of de-icing and anti-icing materials 9.8 recognise the criteria for storing de-icing and anti-icing materials 9.9 recognise the eutectic point and its effect on

treatment materials 9.10 identify the environmental impact that can be caused by winter service operations, salt and de-icing and anti-icing materials 9.11 check calibration of de-icing and anti-icing equipment, sprayers and spreaders 9.12 identify spread rates for treatment, spraying and clearing patterns 9.13 clear and treat dual carriageway roads, single carriageway roads, cycle ways, footways and footpaths (including tunnels and portals), off highway areas (e.g. car parks, vehicle yards, airports, platforms, stadiums, loading bays and quaysides), tramways, level crossings, segregated areas, running surfaces, drainage channels, culverts, gullies and offlets 9.14 avoid damage to structures, infrastructure (e.g. highway features, railway crossings and temporary works), utilities service apparatus, vehicles, cycles, people and animals 9.15 adjust operations for varying weather conditions, surfaces, local requirements and constraints 9.16 work in public areas 9.17 load and replenish spread materials and return unused materials 9.18 recognise and determine when specialist skills and knowledge are required and report accordingly 9.19 record and report activities, progress and achievements 9.20 clean, clear and lubricate equipment after operations 9.21 monitor wear and tear on equipment 9.22 deal with blockages 9.23 deal with plant, machinery, equipment and vehicle breakdowns 9.24 deal with communication equipment failures 9.25 use access equipment (including; gantries, platforms and vehicle ladders) 9.26 shut down and secure plant, machinery, equipment and vehicles 9.27 use hand tools, ancillary equipment and accessories 10 team work and communication 11 needs of other occupations associated with operating plant, machinery, equipment and vehicles used to prevent, clear and reasonably reduce the impact of ice or snow

Problems

12 those arising from information, resources and methods of work 12.1 own authority to rectify 12.2 organisational reporting procedures

Programme

13 types of progress, timetables and estimated times

14 organisational procedures for reporting circumstances which will affect the work programme

Protect work

15 protect work against damage from general workplace activities, other occupations and adverse weather conditions

Resources

16 materials, components and equipment relating to types, quantity, quality, sizes and the sustainability of standard and specialist 16.1 consumables 16.2 de-icing and anti-icing materials 16.3 attachments, ancillaries and aids for spreading, spraying, ploughing, blowing and clearing 16.4 route planning and navigation aids 16.5 monitoring, measuring and recording equipment 16.6 hand tools, ancillary equipment and accessories 17 identify weight, bearing, pressure, quantity, volume, length and area associated with the method and procedure to operate plant, machinery, equipment and vehicles used to prevent, clear or reduce the impact of ice or snow Security procedures 18 site, workplace, company and operative

Skills 19 own occupation and occupations related to the work.

Glossary

Abrasive, grit – Natural or artificial materials (e.g. gravel, cinders or sand) used to increase the adhesion of a slippery surface.

Anti-caking agent – Component added to spreading material to prevent coagulation.

Barn – Structure built to cover the stored de-icing salt to protect from the effects of the weather.

Bin – Receptacle for the storage of small quantities of spreading material, on steep inclines.

Brine – Aqueous chloride solution, usually sodium, but can be calcium, magnesium or potassium.

Brine production facility – System for the production of water based de-icing solutions.

BS3247 – The British Standard for De-icing salt.

De-icing, anti-icing agent – Granular material or solution used to lower the freezing point in order to remove ice or prevent it from forming.

Depression of freezing point temperature – The lowering of the freezing point of a liquid by the addition of a solute. This is a fixed property of a given combination of liquid and solid and is the mode of action of de-icing agents.

Eutectic point – Temperature below which salt will not melt ice (-21 C).

Grit – Natural mineral spreading medium consisting of particles of stone.

Gritter – Vehicle with conveyor or auger conveyor for spreading salt onto the road surface.

Gritting/Spreading agent – Agent used to increase adhesion between tyres and the road surface, so preventing skidding.

Marine salt, sea salt – Sodium chloride from solar evaporation of sea water. It contains associated impurities such as calcium sulphate and magnesium chloride.

Mechanical shovel bucket loader – Wheel loader for loading a spreader with spreading materials (Loading Shovel).

Open stockpile – Open storage on a thick base for groundwater protection.

Precautionary treatment – Treating road surfaces with salt, prior to an expected snow or ice event.

Pre-wetted salt – Salt which is wetted prior to spreading, usually using sodium chloride or calcium chloride brine solution. This improves adherence to the road, and may encourage rapid thawing action, especially in dry air conditions.

Residual salt – Salt on the road surface.

Rock salt, halite – Sodium chloride mined from natural salt beds. May contain impurities such as calcium sulphate and silicates.

Salt saturator – Specially designed vessel for continuous production of saturated sodium chloride brine.

Sand – Natural mineral spreading medium (also 'crushed' sand).

Silo – Raised storage vessel which allows direct filling of spreading vehicles.

Spreading material – Material spread in order to counter slippery conditions (sand, salt, grit, granulates, brine).

Tank storage – Reservoir for the storage of liquid de-icers.

Thaw time – The time taken for the ice or snow to melt after treatment.

Thawing component – Portion of spreading medium responsible for thawing.

Vacuum salt – Pure sodium chloride prepared by the evaporation of brine under vacuum conditions. The brine is usually extracted by controlled solution mining of rock salt beds, but may be naturally occurring.

Developed by: Construction Skills. Version Number: 2

Date Approved: April 2015. Indicative Review Date: April 2020

Validity: Current. Status: Original. Originating Organisation ConstructionSkills. Original URN:

COSVR608 Relevant Occupations: Road Construction Operatives. Suite: Winter Service

Keywords: Winter maintenance; Winter service operations; Snow clearance; Snow ploughing; Gritting; Salting.

COSVR641

Conform to general workplace health, safety and welfare

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

Key words: Hazards; Safety; Welfare; Regulations; Security; Signs; Control Equipment; PPE; RPE; LEV; Legislation; Risk assessment

Performance criteria - you must be able to:

P1 comply with all workplace health, safety and welfare legislation requirements at all times

P2 recognise hazards, associated with the workplace, that have not been previously controlled, and report them in accordance with organisational procedures

P3 accept responsibility for, and comply with, organisational policies and procedures in order to contribute to health, safety and welfare

P4 comply with and support all organisational security arrangements and approved procedures

Knowledge and understanding - you need to know and understand:

Performance Criteria 1 Workplace health, safety and welfare

K1 what and why health, safety and welfare legislation is relevant to the occupational area

K2 what health, safety and welfare legislation notices and warning signs are relevant to the occupational area and associated equipment

K3 how to comply with control measures identified by risk assessments and safe systems of work

K4 why, when and how health and safety control equipment should be used

Performance Criteria 2 Recognition of hazards

K5 the hazards associated with the work environment

K6 how changing circumstances can create hazards

K7 the method of reporting hazards in the workplace

Performance Criteria 3 Organisational policies and procedures

K8 what the organisational policies and procedures are for health, safety and welfare

K9 how to take active responsibility for health, safety and welfare

K10 how individual actions and behaviour may affect others

K11 what the types of fire extinguishers are and how and when they are used

Performance Criteria 4 Security arrangements

K12 how security arrangements are implemented in the workplace

Scope/range related to performance criteria

Performance Criteria 1

1 avoidance of risk by complying with given information relating to the following

1.1 induction

1.2 briefings

1.3 application of prior training (safe use of health and safety control equipment)

2 adherence to statutory requirements and/or safety notices and warning signs displayed in the workplace or on equipment

Performance Criteria 2

3 hazards created by changing circumstances in the workplace are reported

Performance Criteria 3

4 show personal behaviour which demonstrates active responsibility for general workplace health, safety and welfare

5 comply with organisational policies and procedures relating to the following

5.1 consideration of others

5.2 interpretation of given instructions to maintain safe systems of work

5.3 contributing to discussions (offer and provide feedback)

5.4 maintaining quality working practices

5.5 contributing to the maintenance of workplace welfare facilities

5.6 storage and use of equipment provided to keep people safe

5.7 disposal of waste and/or consumable items

Performance Criteria 4

6 comply with organisational procedures for maintaining the security of the workplace

6.1 during the working day

6.2 on completion of the day's work

6.3 from unauthorised personnel (other operatives and/or the general public)

6.4 from theft

Scope/range related to knowledge and understanding

Fire extinguishers

1 water, CO2, foam, powder, vaporising liquid and their uses

Hazards

2 associated with the occupational area 2.1 resources, workplace, environment, substances, asbestos, equipment, obstructions, storage, services and work activities 2.2 current common safety risks

2.3 current common health risks

Health and safety control equipment

3 identified by the principles of protection for occupational use, types and purpose of each type, work situations and general work environment 3.1 collective protective measures 3.2 local exhaust ventilation (LEV)

3.3 personal protective equipment (PPE) 3.4 respiratory protective equipment (RPE)

Notices and warning signs

4 statutory requirements and/or official guidance for the occupation and the work area

Policies and procedures

5 in accordance with organisational requirements

5.1 dealing with accidents and emergencies associated with the type of work being undertaken and the work environment 5.2 methods of receiving or sourcing information 5.3 reporting 5.4 stopping work 5.5 evacuation

5.6 fire risks and safe exit procedures 5.7 consultation and feedback

Reporting

6 organisational recording procedures and statutory requirements

Responsibility

7 behaviour that affects health, safety and welfare 7.1 recognising when to stop work in the face of serious and imminent danger 7.2 contributing to discussions and providing feedback 7.3 reporting changed circumstances and incidents in the workplace 7.4 adhering to the environmental requirements of the workplace

Security

8 organisational procedures relating to the workplace, general public, site personnel and resources

COSVR642

Conform to productive work practices

Overview: This standard, in the context of your occupation and work environment, is about
 1 productive communication with line management, colleagues and customers
 2 interpreting information
 3 planning and carrying out productive work practices
 4 working with others or as an individual

Key words: Communication; Colleagues; Customer; Procedures; Records; Relationships; Zero/low carbons.

Performance criteria - you must be able to:

- P1 communicate with others
- P2 follow organisational procedures to plan the sequence of work in order to conform to productive work practices and maintain records
- P3 maintain good work relationships

Knowledge and understanding - you need to know and understand:

Performance Criteria 1 Communicate with others

- K1 how to use methods of communication with other workplace personnel and customers
- K2 how to communicate to ensure work is productive

Performance Criteria 2 Follow procedures

- K3 how organisational procedures are applied to plan and carry out productive work
- K4 how to maintain documentation in accordance with organisational procedures
- K5 how to contribute to zero/low carbon outcomes in the built environment

Performance Criteria 3 Work relationships

- K6 how to maintain good work relationships
- K7 how to apply the principles of equality and diversity

Scope/range related to performance criteria

Performance Criteria 1

- 1 communicate with line management, colleagues or customers to ensure work is carried out productively
- 2 respect the needs of others when communicating

Performance Criteria 2

- 3 interpret procedures and use resources to plan the sequence of work, so that it is completed productively
- 4 complete documentation as required by the organisation

Performance Criteria 3

- 5 work productively with line management, colleagues, customers or other people
- 6 apply the principles of equality and diversity

Scope/range related to knowledge and understanding

Communication

- 1 listening, written, oral visual and electronic

Documentation

- 2 job cards, worksheets, material/resources lists and time sheets

Procedures

- 3 use of resources for own and other's work requirements
- 4 allocation of appropriate work to employees

- 5 organisation of work sequence
- 6 reduction of carbon emissions

Relationships

- 7 individuals, workplace groups (customer and operative, operative and line management, own occupation and allied occupations)

- 8 show consideration for the needs of individuals by applying the principles of equality and diversity

Version 1 – February 2011 – Construction Skills

COSVR643

Move, handle or store resources

Overview

This standard, in the context of your occupation and work environment, is about 1 interpreting information 2 adopting safe and healthy working practices 3 selecting aids or equipment to move, handle or store occupational resources 4 moving, handling and storing occupational resources to maintain useful condition.

Performance criteria You must be able to:

- P1 comply with the given information to move, handle or store resources
- P2 comply with the given relevant legislation and official guidance to move, handle or store occupational resources and maintain safe work practices
- P3 select the required quantity and quality of resources for the method of moving, handling or storing occupational resources
- P4 prevent damage to the occupational resources and surrounding environment
- P5 comply with the given occupational resource information to carry out the work efficiently to the required guidance
- P6 complete the work within the allocated time, in accordance with the programme of work.

Knowledge and understanding You need to know and understand:

Performance criteria Interpretation of Information. You need to know and understand:

- K1 the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
- K2 the types of information, their source and how they are interpreted
- K3 the organisational procedures to solve problems with the information and why it is important they are followed
- K4 how to obtain information to use and store lifting aids and equipment

Performance Criteria 2 Safe work practices. You need to know and understand:

- K5 the level of understanding operatives must have of information for relevant current legislation and official guidance and how it is applied
- K6 the types of fire extinguishers and how and when they are used
- K7 how emergencies should be responded to and who should respond
- K8 the organisational security procedures for tools, equipment and personal belongings
- K9 what the accident reporting procedures are and who is responsible for making the report
- K10 why, when and how health and safety control equipment should be used

Performance Criteria 3 Selection of resources. You need to know and understand:

- K11 the characteristics, quality, uses, sustainability, limitations and defects associated with the resources and how defects should be rectified
- K12 how the resources should be handled and how any problems associated with the resources are reported
- K13 the organisational procedures to select resources, why they have been developed and how they are used
- K14 the hazards associated with the resources and methods of work and how they are overcome

Performance Criteria 4 Prevent damage. You need to know and understand:

- K15 how to protect work from damage and the purpose of protection
- K16 why disposal of waste should be carried out safely and how it is achieved

Performance Criteria 5 Comply with occupational resource information. You need to know and understand: K17 how methods of work, to meet the specification, are carried out and problems reported

Performance Criteria 6 Allocated time. You need to know and understand:

- K18 what the programme is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.

Additional Information Scope/range related to performance criteria

Performance Criteria 1

1 interpret given information to move, handle or store occupational resources, and use and store lifting aids and equipment

Performance Criteria 2

2 avoidance of risk by complying with the given information relating to at least two of the following 2.1 methods of work 2.2 safe use of health and safety control equipment 2.3 safe use of lifting aids 2.4 protection of the environment

Performance Criteria 3

3 selection of resources associated with moving, handling or storing 3.1 lifting and handling aids 3.2 container(s) 3.3 fixing, holding and securing systems

Performance Criteria 4

4 protect the occupational resources and their surrounding area from damage 5 dispose of waste and packaging in accordance with legislation 6 maintain a clean work space

Performance Criteria 5

7 work skills to move, position, store, secure and/or use lifting aids and kinetic lifting techniques 8 move, handle or store occupational resources to meet product information and organisational requirements relating to at least three of the following 8.1 sheet material 8.2 loose material 8.3 bagged or wrapped material 8.4 fragile material 8.5 tools and equipment 8.6 components 8.7 liquids

Performance Criteria 6

9 completion of own work within the estimated, allocated time to meet the needs of other occupations and/or customer.

Scope/range related to knowledge and understanding

Disposal of waste

1 environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance

Emergencies

2 operative's response to situations in accordance with organisational authorisation and personal skills when involved with: 2.1 fires, spillages, injuries etc 2.2 emergencies relating to occupational activities

Fire extinguishers

3 water, CO2, foam, powder and their uses

Hazards

4 those identified by method of work, manufacturers' technical information, statutory regulations and official guidance

Health and safety control equipment

5 identified by the principles of protection for occupational use, types and purpose of each type, work situations and general work environment 5.1 collective protective measures 5.2 personal protective equipment (PPE) 5.3 respiratory protective equipment (RPE) 5.4 local exhaust ventilation (LEV)

Information

6 technical, product and regulatory: oral, written, graphical presentation

Legislation and official guidance

7 this relates to the operative's responsibilities regarding potential accidents and health hazards whilst working in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movements/storage of materials and by manual handling and mechanical lifting

Methods of work

8 application of knowledge for safe work practices, procedures and skills, relating to the method/area of work and materials used for moving, handling and storing occupational resources

9 needs of other occupations associated with the resources

Problems

10 those arising from information, resources and methods of work 10.1 own authority to rectify
10.2 organisational reporting procedures
Programme
11 types of progress charts, timetables and estimated times 12 organisational procedures for
reporting circumstances which will affect the work programme
Protect work
13 against damage from general workplace activities, other occupations and adverse weather
conditions
Resources
14 types, quantity, quality, sizes and sustainability of standard and/or specialist: 14.1
occupational resources 14.2 lifting and handling aids 14.3 containers 14.4 fixing, holding and
securing systems
Security procedures
15 site, workplace, company and operative

Version 1 February 2011 – Construction Skills

Endorsements:

One of the following:

Up to 3500kg (e.g. plant, machinery and vehicles below 3500kg, vehicles up to 3500kg including agricultural tractors, Highways Agency dedicated winter service vehicles, equipment, towed equipment).

From 3500kg to 7500kg – medium LGV (e.g. vehicles, Highways Agency equipment [Foden 4000 series and dedicated winter service vehicles], National Assembly for Wales dedicated vehicles, equipment, towed equipment).

Over 7500kg – HGV (e.g. Highways Agency dedicated winter service vehicles, National Assembly for Wales dedicated vehicles, equipment, towed equipment).

Snowplough up to 3500kg.

Snowplough up to 7500kg.

Snowplough over 7500kg.

Snow blower – dedicated (e.g. Highways Agency/National Assembly for Wales winter service vehicles [Rolba 400 or 1000 series]).

Snow blower – demountable (e.g. vehicles, equipment, snowploughs up to 7500kg).

Pedestrian controlled mechanised equipment (e.g. snowblower dedicated).

Towed equipment (e.g. over 7500kg)

Specialist equipment (e.g. ice breaker, ice melter)

Plus one of the following: Dual carriageway roads, Single carriageway roads, Cycle ways, Footways/footpaths, Off highway areas (e.g. car parks, vehicle yards, airports, platforms, stadiums, loading bays, quaysides).

Plus one of the following: Spreading, Spraying, Ploughing, Blowing, Clearing.



APPENDIX 3 - ASSESSMENT TEMPLATE DOCUMENTS

3A: Sample Form Assessment plan and review

Candidate name:	
Employer/location:	Date:
Qualification:	
Unit(s):	
Elements:	
Assessor:	
Period of Review: <small>(should not normally exceed 12 weeks)</small>	Proposed Date for next review:

Part 1 – Activities / Tasks / Learning / Training undertaken since last review:

Part 2a – 'Progress to date' specifying units/elements/modules achieved to date (the progress recorded **must** tie in with the associated '**Summary of Achievement Record**')

Part 2b – Identified **barriers** to progress (please detail here any issues relating to the programme delivery, which have impacted negatively on progress e.g. attendance times, learning difficulties, suitability of training/learning materials, physical barriers to participation, health issues, attitude etc):

*

Part 2c – Solutions proposed to address the above barriers:

Part 3 – Agreed **'assessment planning'** & action required for the next review (proposed methods of evidence collection must be recorded & proposed assessment methods must be selected):

N.B. *Methods of evidence collection may include: either hard copy records or electronic records such as audio recordings, scanned documents, photographs etc.*

Element:

Proposed Assessment Methods/Sources of Evidence:

CrossRef	RPL	OBS	Questioning	PS	WR	D	WT
----------	-----	-----	-------------	----	----	---	----

<p align="center">Key: Assessment Methods/Sources of Evidence</p> <p>CrossRef = Cross Referencing RPL= Recognition of Prior Learning OBS = Observation PS = Personal Statement WR = Work Record D = Discussion WT= Witness Testimony</p>								

<p>Part 4 – Additional comments / issues (e.g. health & safety issues):</p>
<p>Part 5 – Candidate comments/feedback/evaluation:</p>
<p>Part 6 – Employer comments on progression and achievement noted in Part 2a:</p>



Part 7 – Assessor Feedback/Assessment Judgements/Decisions/Outcome

Candidate Signature: Date:

Assessor Signature: Date:

Employer Signature (where present): Date:

Employer Name and position:

3B: Sample Form

Assessor report

Qualification:	
Candidate:	
Assessor:	
Date:	
Unit/ element:	
Location/ circumstance:	
Details of observation¹/ question/ answers/ discussion	Ref
Details of observation/ question/ answers/ discussion	Ref
Details of observation/ question/ answers/ discussion	Ref
Assessors comments (state whether candidate is competent)	
Assessor signature	
Candidate signature	

¹ Note that any simulation must be pre-approved by the QFI External Verifier

**3C: Sample Form
Witness testimony**

Qualification:

Unit:

Element(s):

Candidate Name:

Witness Name:

Witness Contact Details:

.....

Describe your construction and any assessment qualifications/ experience:

.....

.....

.....

Describe your relationship with the candidate:

.....

.....

Date of evidence:

Testimony and comment on candidate's performance

.....

.....

.....

.....

.....

Witness Signature & Date:

Candidate Signature & Date:

Assessor Signature & Date:

3D: Sample Form
Candidate personal statement

Qualification:		
Candidate name:		
Element(s)	Date	Statement / evidence
Candidate's signature:		
Assessor's signature:		
Date:		

APPENDIX 4 - ASSESSOR TEMPLATE DOCUMENTS

4A: Sample Form

Element achievement record

Candidate name:											
Qualification:											
Unit title:											
Element(s):											
Assessor:											
Evidence ref:	Evidence description *	Location **	Performance criteria					Knowledge and understanding			

***Key: Assessment Methods/Sources of Evidence**

CrossRef = Cross Referencing **RPL**= Recognition of Prior Learning **OBS**= Observation
Q&A= Questioning **PS**= Personal Statement **WR** = Work Record **D**= Discussion
WT= Witness Testimony

***Should refer to whether the evidence can be found in the portfolio ('PF') or elsewhere, if so state location of evidence*

**4B: Sample Form
Unit progress record**

Qualification:		
Unit title:		
I confirm that the candidate has been assessed as competent for this unit		
Assessor name	Assessor signature	Date
I confirm that I have been assessed as competent and that the evidence produced is from work that is all mine		
Candidate name	Candidate signature	Date
I confirm that I have internally verified this unit and confirm that the candidate is competent (this section must be completed where the assessor is unqualified)		
IV name	IV signature	Date

*

APPENDIX 5 - INTERNAL VERIFIER TEMPLATE DOCUMENTS

5A: Sample Internal verification Strategy

This document indicates what may be covered as part of an internal verifier's strategy. An effective internal verification strategy ensures:

- A forum for discussion of borderline cases
- Assessor networking and sharing of good practice
- Valid, reliable and consistent training and/or assessment
- Recorded assessment decisions which are appropriate, consistent, fair, transparent and equitable
- Clarity for candidates about assessment requirements
- Effective preparation and presentation for external verification
- Reduction in level of direct external verification scrutiny

To underpin the IV/ verification process a plan of internal activity should be developed indicating

- what will happen
- when it will happen
- who will be involved

New instructors/assessors must:

- a) be supplied with assessment and materials
- b) clearly understand assessment requirements and procedures

All assessors must:

- a) know the name of the person who will manage the IV process and the name of the IV
- b) know how IV/ verification will happen, when it will happen and who will be involved
- c) be informed about issues raised through previous internal and external quality assurance

On Course Monitoring

The IV should:

- a) Sample assessments to ensure that:
 - feedback to candidates is clear and constructive
 - teaching and assessment activities are standard and appropriate
 - assessment decisions are fair and consistent

- teaching and assessment records are clear
- b) Undertake standardisation activities
- c) Ensure candidates understand assessment requirements
- d) Provide advice and support for Assessors and share good practice
- e) Identify good assessment practice
- f) Record internal verification activities and findings, list action points and report to instructors/assessors and the EV
- g) Liaise with the EV as necessary

End of Course Checking

The IV should:

- a) monitor progress against previous action points
- b) ensure assessment records are complete and accurate
- c) ensure evidence of achievement is appropriate and standardised
- d) record internal verification activities and findings, list action points, and report these to assessors and the EV

Guidance on Sampling and Record Keeping

What do IVs/IVs sample and why?

IVs are responsible for monitoring the quality of assessment, hence the need for them to sample assessment practices and decisions. It is not usually possible or necessary to verify every aspect of assessment at each internal verification. A properly selected representative sample should identify any issues with assessment practices and decisions.

Selecting a sample

To select a representative sample, IVs must take account of factors which may impact on the quality of assessment. These factors are used to define a sampling strategy that determines the size of the sample and enables judgements to be made.

Key factors to consider are:

- Sites of delivery
- Number and experience of Assessors
- Number of courses/assessments
- Previous IV actions/recommendations
- Assessment methods
- Special arrangements
- EV recommendations
- Borderline cases



- Anything else that you think might impact on assessment decisions

The sample should include an element of random selection by the IV. It is not necessary to sample across every aspect of the programme at each event but the plan should seek to cover everything over a period of time, e.g. 3 years.

Which records should be kept?

Records of internal quality assurance/ verification must be kept and made available to the EV during monitoring visits. These should demonstrate that the internal verification procedures have been carried out. IVs should record two sets of information:

1. The sample taken by the IV
2. The comments and feedback to the Assessor following the sampling exercise, showing any recommendations or action required and how this was resolved.

There is a sample form shown below that you may use or adapt to suit your own requirement.

5B: Sample Form
Internal verification - sampling assessment decisions

Unit/qualification:

Location:

Assessor name:

Candidate Name	Sampling element ²	Was the assessment method appropriate?	Is there sufficient evidence that outcomes have been met?	Is the evidence appropriate for the level?	Comments
Comments					

Signed: (IV) Date:

Signed: (Assessor) Date:

²Was this a learning outcome across candidates, or a whole unit or one method of assessment?

5C: Sample Form

Internal verification – observation of assessors

Internal Verifier's Name:

Assessor's Name:

Candidate's Name:

Qualification Title:

Unit Assessed:

Element Assessed:

Date of Observation:

Location of Assessment:

Prior to the assessment had the Assessor:	Yes	No	Comments:
Developed a written Assessment Plan for the candidate			
Checked that the facilities, resources and information required for the assessment were available and ready for use			
Briefed the candidate on how the assessment would take			

place and what would be assessed			
During the assessment did the Assessor:	Yes	No	Comments:
Conduct the assessment unobtrusively without interfering with the candidate's performance			
Encourage the candidate to satisfy the specified Assessment Criteria			
Ask questions clearly in an encouraging tone and manner without leading the candidate			
Ensure that sufficient questions were asked and that they were justifiable and relevant to the Unit assessed			

During the assessment did the Assessor (continued):	Yes	No	Comments:
Ensure that the atmosphere created during the assessment was pleasant and conducive			
Clarify and resolve any concerns that the candidate had during the assessment			
Clearly inform the candidate of the assessment decision i.e.			

'achieved' or 'requires further practice'			
After the assessment did the Assessor:	Yes	No	Comments:
Provide feedback that was clear, constructive, met the candidate's needs and was appropriate to his/her level of confidence			
Encourage the candidate to comment on the assessment decision and how he/she was assessed			
Complete the Unit assessment documentation and ensure it was fully signed and dated			
Overall feedback to Assessor:			
Assessor's comments on the IV's feedback:			

Assessor's Signature:

Date:.....

Internal Verifier's Signature:

Date:.....