



# **QUALIFICATION HANDBOOK**

## **SVQ in Site Inspection at SCQF Level 6**

***Qualification reference number: GN18 46***

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## **1. Introduction**

1.1 This qualification has been developed to seek to ensure that site inspectors in a construction setting meet minimum requirements of technical competence and health and safety.

1.2 These requirements have been specified in the National Occupational Standards (NOS) developed by the Sector Skills Council (SSC) Construction Skills in liaison with employers and industry/ sector representatives. This qualification is based upon those 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 undertaking site inspections.

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. Alternatively, QFI makes its E-Portfolio system available to its approved centres.

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 that wish to develop their knowledge and skills in inspecting construction sites.

2.2 In order to do this, the qualification covers technical and health and safety standards, and supports roles relating to site inspection.

## **3. Progression**

3.1 This qualification is primarily designed to allow candidates to progress to employment in roles relating to site inspection in a construction context. These roles may be in addition to other construction related roles. Successful completion of this qualification may therefore lead to additional employment opportunities.

3.2 Candidates achieving this qualification may also wish to progress to higher level qualifications in site inspection.

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

- Award in Health and Safety in a Construction Environment at SCQF level 4

## 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:

- 5 mandatory units

**Plus** one of the following optional routes/ pathways:

Construction

Civil Engineering

Building Services

Each optional route includes an additional 2 further mandatory units and 1 optional unit as shown in the table below.

## Mandatory Units

All candidates must complete the following five units

| SSC code  | Title of mandatory unit<br>(must complete all five units)      | SCQF level | SCQF credits |
|-----------|--|------------|--------------|
| COSVX01v2 | Monitor projects   | 8          | 7            |
| COSVX02v2 | Monitor health and safety systems and responsibilities         | 6          | 10           |
| COSVX03v2 | Prepare documentation for handover and obtain project feedback | 7          | 7            |
| COSVX04v2 | Prepare and organise site inspection information               | 6          | 16           |
| COSVX09v2 | Practice in a professional and ethical manner                  | 7          | 9            |

Plus one of the following optional routes/ pathways:

### Construction Optional Route (total 8 units required)

| SSC code  | Title of mandatory units for this route<br>(must complete both units) | SCQF level | SCQF credits |
|-----------|---|------------|--------------|
| COSVX05v2 | Monitor dimensional accuracy  | 6          | 12           |
| COSVX12v2 | Inspect and report on condition of property                           | 7          | 31           |
| SSC code  | Title of optional units for this route<br>(must complete one unit)    | SCQF level | SCQF credits |
| COSVX07v3 | Monitor the installation and commissioning of engineering systems     | 6          | 10           |
| COSVX08v2 | Plan and monitor maintenance programmes                               | 7          | 11           |
| COSVX10v2 | Develop and maintain professional working relationships               | 6          | 7            |
| CFACSC5   | Monitor and solve customer service problems                           | 6          | 6            |

**Civil Engineering Optional Route (total 8 units required)**

| <b>SSC code</b> | <b>Title of mandatory units for this route<br/>(must complete both units)</b> | <b>SCQF level</b> | <b>SCQF credits</b> |
|-----------------|---|-------------------|---------------------|
| COSVX05v2       | Monitor dimensional accuracy  | 6                 | 12                  |
| COSVX06v2       | Monitor and record tests  | 6                 | 12                  |
| <b>SSC code</b> | <b>Title of optional units for this route<br/>(must complete one unit)</b>    | <b>SCQF level</b> | <b>SCQF credits</b> |
| COSVX07v3       | Monitor the installation and commissioning of engineering systems             | 6                 | 10                  |
| COSVX08v2       | Plan and monitor maintenance programmes                                       | 7                 | 11                  |
| COSVX10v2       | Develop and maintain professional working relationships                       | 6                 | 7                   |
| COSVX12v2       | Inspect and report on condition of property                                   | 7                 | 31                  |
| CFACSC5         | Monitor and solve customer service problems                                   | 6                 | 6                   |

**Building Service Optional Route (total 8 units required)**

| <b>SSC code</b> | <b>Title of mandatory units for this route<br/>(must complete both units)</b> | <b>SCQF level</b> | <b>SCQF credits</b> |
|-----------------|---|-------------------|---------------------|
| COSVX07v3       | Monitor the installation and commissioning of engineering systems             | 6                 | 10                  |
| COSVX12v2       | Inspect and report on condition of property                                   | 7                 | 31                  |
| <b>SSC code</b> | <b>Title of optional units for this route<br/>(must complete one unit)</b>    | <b>SCQF level</b> | <b>SCQF credits</b> |
| COSVX06v2       | Monitor and record tests  | 6                 | 12                  |
| COSVX08v2       | Plan and monitor maintenance programmes                                       | 7                 | 11                  |
| COSVX10v2       | Develop and maintain professional working relationships                       | 6                 | 7                   |
| CFACSC5         | Monitor and solve customer service problems                                   | 6                 | 6                   |

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

## **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 6 descriptors**

This qualification is pitched at SVQ level 3/ SCQF level 6. The following are descriptions of what a candidate should be able to do or demonstrate at SCQF level 6. These are for guidance only – it is not expected that every point will be covered.

### **Knowledge and understanding**

Demonstrate and/or work with: An appreciation of the body of knowledge that constitutes a subject/discipline/sector; A range of knowledge, facts, theories, ideas, properties, materials, terminology, practices and techniques about, and associated with, a subject/discipline/sector; Relating the subject/discipline/sector to a range of practical and/or commonplace applications.

### **Practice: Applied knowledge, skills and understanding**

Apply knowledge, skills and understanding: In known, practical contexts; In using some of the basic, routine practices, techniques and/or materials associated with the subject/discipline/sector; In exercising these in routine contexts that may have non-routine elements; In planning how skills will be used to address set situations and/or problems and adapt these as necessary.

### **Generic cognitive skills**

Obtain, organise and use factual, theoretical and/or hypothetical information in problem solving; Make generalisations and predictions; Draw conclusions and suggest solutions

### **Communication, IT and numeracy skills**

Use a wide range of skills, for example: Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts; Select and use standard ICT applications to process, obtain and combine information; Use a wide range of numerical and graphical data in routine contexts which may have non-routine elements.

### **Autonomy, accountability and working with others**

Take responsibility for carrying out a range of activities where the overall goal is clear, under non-directive supervision; Exercise some supervisory responsibility for the work of others and lead established teams in the implementation of routine work within a defined and supervised structure; Manage limited resources within defined and supervised areas of work; Take account of roles and responsibilities related to the tasks being carried out and take a significant role in the evaluation of work and the 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 National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)*' (published December 2016, approved by ACG February 2017).

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. 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.

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.

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. Workplace evidence of skills cannot be simulated for this qualification.

### **6.3.3 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.

### **6.3.4 Recording evidence**

Evidence (or reference to where certain evidence is located) is normally kept in a portfolio. This may be paper-based or electronic. 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 National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)*' (published December 2016, approved by ACG February 2017).

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 and 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 defined in '*Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)*' (published December 2016, approved by ACG February 2017).

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 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 It is strongly recommended that IVs also hold assessor qualifications (see section above). Holders of V1/D34 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

9.4 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 for the *'Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)'* (published December 2016, approved by ACG February 2017).

10.2 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 two years for this qualification. This means that when the qualification expires, is withdrawn or replaced by a revised version, candidates registered have two years from the expiry date in which to complete the qualification. This will allow sufficient time for candidates 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"> <li>• Units</li> <li>• Structure</li> <li>• Summary of assessment</li> <li>• Awarding body</li> </ul>  |      |
| Roles and responsibilities: <ul style="list-style-type: none"> <li>• Candidate</li> <li>• Assessor</li> <li>• Internal Verifier</li> <li>• External Verifier</li> </ul>  |      |
| Training and assessment process: <ul style="list-style-type: none"> <li>• Planning</li> <li>• Collection of evidence (including methods)</li> <li>• Review of evidence</li> <li>• Feedback on evidence</li> <li>• Verification of evidence</li> <li>• Certification</li> </ul> |      |
| Policies: <ul style="list-style-type: none"> <li>• Complaints</li> <li>• Appeals</li> <li>• Malpractice</li> <li>• Data protection</li> <li>• Health and safety</li> <li>• Equality (including reasonable adjustments/ additional support)</li> </ul>                          |      |
| Forms: <ul style="list-style-type: none"> <li>• Enrolment</li> <li>• Other</li> </ul>  |      |
| I confirm that I have received this induction and the associated documents:<br><br>Candidate name: .....<br><br>Candidate signature: .....<br><br>Date: .....  |      |



## APPENDIX 2

### UNITS

#### COSVX01 Monitor Projects

##### Overview

This standard is about inspecting the project by using the project drawings and specifications to assess the workmanship and materials are to the required Quality Standards, e.g. Codes of Practice and British Standards etc., implementing and managing systems of inspection routines, progress monitoring, verifying and certifying compliance with project requirements, recording and reporting failures and noncompliance items This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers

##### Performance criteria

You must be able to:

Inspect project against agreed quality standards

P1 identify from project information the specified quality standards and ensure they are adhered to by the personnel for their implementation

P2 identify and record conflicting information within project documentation including statutory and legal requirements and refer to decision makers

P3 suggest amendments to the project quality standards and specifications and record them accurately

P4 ascertain which individuals have responsibility for maintaining quality standards

P5 implement and manage systems for inspecting and controlling the quality of work and record and report the outcomes

P6 verify that work conforms to the design requirements and the specified quality standards

P7 identify and record work which fails to comply with specified quality standards

P8 agree a timeframe for rectification of non-compliance to specified quality standards and notify decision makers accordingly

P9 inform decision makers about significant variance in quality standards, which may impact on programme, cost and safety.

Monitor project progress against agreed programmes

P10 implement and manage systems to monitor and record the progress of the project against the agreed programmes

P11 verify progress information and report to decision makers

P12 identify and verify deviations from planned progress and report to decision makers

P13 suggest options to optimise project progress efficiencies and inform decision makers

Verify certification for project requirements

P14 justify and support certification decisions with valid evidence

##### Knowledge and understanding

You need to know and understand:

Inspect project against agreed quality standards

- K1 what to identify as specified quality standards e.g. Codes of Practice and British Standards etc. (understanding)
- K2 what to identify as conflicting information within the project documentation including statutory and legal requirements and how it is reported to decision makers (understanding)
- K3 how to verify that quality standards are adhered to by the personnel responsible for their implementation (application)
- K4 how to identify non-compliances with quality standards, agree a timeframe for rectifications and then notify decision makers (application)
- K5 how to identify and inform decision makers of significant variance in quality standards and how they impact on programme, cost and safety (application)
- K6 how to inform and record amendments to the project quality requirements and specifications (application)
- K7 the responsibilities which individuals have for maintaining quality standards (evaluation)
- K8 how and why to suggest amendments to the project quality requirements and specifications (evaluation)
- K9 how to verify that work conforms to the design requirements and the specified quality standard (application)
- K10 how to implement and manage systems for inspecting and controlling the quality of work and record and report the outcomes (application)

Monitor project progress against agreed programmes

K11 how to implement and manage systems to monitor the progress of the contract against the agreed programmes, and present to decision makers (application)

K12 how and why to quantify any deviations from planned progress (analysis)

K13 how to identify and investigate any deviations from planned progress and report to decision makers (application)

K14 how and why to suggest options to optimise cost, time and safety efficiencies and report to decision makers (synthesis)

Verify certification for project requirements

K15 how to verify work against the project requirements and record any variations (application)

K16 how and why to justify and support certification decisions with valid evidence (evaluation)

K17 how to notify decision makers in cases of non-compliance (application)

### **Additional information**

#### **Scope/ range**

Inspect project against agreed quality standards

1 Quality standards – using the following four mandatory benchmarks: 1.1 statutory requirements 1.2 project specifications 1.3 British Standards 1.4 Codes of Practice Plus at least one of the following: 1.5 International Standards 1.6 organisational standards 1.7 trade advisory guidance and best practice

2 Personnel: 2.1 the client 2.2 contractors 2.3 consultants 2.4 sub-contractors 2.5 manufacturers 2.6 end user

3 Systems: 3.1 visual inspection 3.2 comparison with design requirements 3.3 comparison with standard documentation 3.4 checking manufacturers documentation 3.5 checking delivery/waste transfer notes 3.6 sampling and mock-ups 3.7 test monitoring 3.8 site inspection reports 3.9 contractor's reports 3.10 site meetings 3.11 dimension audits 3.12 BIM

4 Work: 4.1 materials, components and their use 4.2 methods of construction 4.3 completed elements 4.4 specialist systems

Monitor project progress against agreed programmes

5 Systems to monitor and record: 5.1 visual inspection 5.2 resource records 5.3 site inspection reports 5.4 contractor's reports 5.5 records of actual work against programmed work 5.6 climate reports 5.7 site meeting records 5.8 comparison with project requirement



6 Programmes: 6.1 bar and Gantt charts 6.2 network analysis 6.3 critical path 6.4 action lists 6.5 method statements  
7 Deviations: 7.1 resource shortages 7.2 design problems and constraints 7.3 industrial disputes 7.4 lack of essential construction information 7.5 construction errors 7.6 inclement weather 7.7 physical constraints 7.8 legal 7.9 social 7.10 environmental 7.11 contract variations 7.12 political 7.13 economic 7.14 sociological 7.15 technological

Verify certification for project requirements

8 Documents relating to: 8.1 contract criteria 8.2 costs 8.3 quantity 8.4 quality 8.5 progress 8.6 as built data

9 Personnel responsible: 9.1 the client 9.2 contractor 9.3 consultants 9.4 sub-contractors 9.5 suppliers

10 Certification: 10.1 non-conformance 10.2 dayworks 10.3 schedule of defects 10.4 rectify defects 10.5 practical completion

Developed by: ConstructionSkills  
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Validity: Current  
Status: Original  
Originating organisation: ConstructionSkills  
Original URN: COSSIO01  
Relevant occupations: Building Inspectors  
Suite: Site Inspection  
Key words: Monitor; Compliance; Non-compliance; Site Inspection

## COSVX02

### Monitor health and safety systems and responsibilities

#### Overview

This standard is about the key responsibilities for maintaining a healthy and safe environment, with risks minimised in accordance with the relevant risk assessment on behalf of the client who has accountability for maintaining health and safety This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers

#### Performance criteria

You must be able to:

Monitor health and safety systems and responsibilities

P1 identify which workplace hazards are relevant to your job

P2 identify construction practices which could harm you or others when carrying out your role

P3 identify the persons responsible for health and safety in your workplace

P4 identify the hazards arising from construction products and processes

P5 report the hazards which you have identified to the people responsible

P6 identify and report differences between workplace instructions and suppliers' or manufacturers' instructions

P7 make sure that your personal conduct at work protects the health and safety of yourself and others, meets any legal responsibilities, and is in accordance with workplace instructions

Monitor systems for managing site health, safety and welfare

- P8 encourage a culture of health, safety and welfare on site and identify and recommend possible opportunities for improving the health and safety of the work environment
- P9 review that statutory notices, safety information and hazard warnings are maintained
- P10 review that health, safety and welfare equipment, are in place, correctly used, applied and maintained to meet the project requirements
- P11 review that inductions are being carried out
- P12 monitor that systems are in place which meet project requirements
- P13 notify and report to those responsible where non-compliance has been identified

**Knowledge and understanding**

You need to know and understand:

Monitor health and safety responsibilities

- K1 what to identify as workplace hazards which are relevant to your job (understanding)
- K2 what to identify as construction practices which could harm you or others when carrying out your role (understanding)
- K3 how to identify the persons responsible for health and safety in your workplace (application)
- K4 what to identify as the hazards arising from construction products and processes (understanding)
- K5 how and why to report hazards which you have identified to those responsible for health and safety (application)
- K6 how to identify and report differences between workplace instructions and suppliers' or manufacturers' instructions (application)
- K7 how to make sure that your personal conduct at work protects the health and safety of yourself and others, meets any legal responsibilities, and is in accordance with workplace instructions (application)

Monitor systems for managing site health, safety and welfare

- K8 what to identify as possible opportunities for improving the health and safety of the work environment (understanding)
- K9 how to encourage a culture of health, safety and welfare on site (application)
- K10 how and why to recommend possible opportunities for improving the health and safety of the work environment (synthesis)
- K11 how to review that statutory notices, safety information and hazard warnings are maintained (application)
- K12 how to review that health, safety and welfare equipment, are in place, correctly used and maintained to meet the project requirements (application)
- K13 how to review that inductions are being carried out (application)
- K14 how to monitor that systems are in place which meet project requirements (application)
- K15 how to notify and report to those responsible where non-compliance has been identified (application)

**Additional information**

**Scope/ range**

Monitor health and safety responsibilities

- 1 Hazards: 1.1 falls from height 1.2 slips, trips and falls (same level) 1.3 hit by falling or moving objects 1.4 manual handling 1.5 health issues 1.6 power sources 1.7 hazardous substances 1.8 trapped by something collapsing or overturning 1.9 confined spaces 1.10 fire 1.11 lack of/breaches of security 1.12 water 1.13 moving vehicles

Monitor systems for managing site health, safety and welfare

- 2 Statutory notices: 2.1 prescribed notices 2.2 certificates 2.3 site safety signs



3 Health, safety and welfare equipment: 3.1 protective clothing 3.2 protective equipment 3.3 first aid facilities and arrangements 3.4 welfare facilities 3.5 storage, security and disposal of materials and equipment 3.6 accident and incident reporting 3.7 fire fighting equipment 3.8 provision of health, safety and welfare training  
4 Inductions: 4.1 health and safety responsibilities 4.2 site, construction and installation operations 4.3 health, safety and welfare equipment and resources 4.4 risk control procedures 4.5 first aid arrangements 4.6 health and safety plans 4.7 site specific procedures 4.8 emergency and evacuation procedures  
5 Project requirements: 5.1 construction specific health, safety and welfare regulations 5.2 general health, safety and welfare legislation 5.3 recognised industry Codes of Practice 5.4 organisational procedures 5.5 identifying hazards 5.6 reducing associated risk 5.7 reporting accidents and incidents and preventing recurrence 5.8 situations which do not comply with regulations

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Suite: Site Inspection

Key words: Health; Safety; Risk; Hazards; Site inspection

## COSVX03

### Prepare documentation for handover and obtain project feedback

#### Overview

This standard is about monitoring that project requirements have been achieved. This involves monitoring final inspections and tests for certification purposes, confirming and addressing any stakeholder concerns, recording actions and ensuring that equipment, services and operational documentation are handed over in accordance with the contract. It is also about assessing project feedback and identifying and reviewing improvements against the original project objectives This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers

#### Performance criteria

You must be able to:

Prepare documentation for project handover

P1 review project requirements, consult with stakeholders and monitor a commissioning programme

P2 demonstrate that project requirements have been met and record outstanding work and non-compliant items

P3 monitor commissioning inspections and tests that require certification and ensure that they are witnessed by stakeholders as required

P4 identify and record any outstanding works

P5 confirm any stakeholder concerns that need to be addressed at project handover and record any required actions

P6 record relevant information produced during design, construction and installation, which can be used for operation and maintenance in accordance with the contract

Obtain and communicate project feedback

- P7 obtain, investigate and assess feedback information
- P8 identify and record feedback and confirm areas to focus on for making possible improvements
- P9 review and communicate the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors

**Knowledge and understanding**

You need to know and understand:

Prepare documentation for project handover

- K1 what to identify and record as outstanding works (understanding)
- K2 how to review project requirements and consult with stakeholders (application)
- K3 how to demonstrate that project requirements have been met and record outstanding work and non-compliant methods (application)
- K4 how and why to review a commissioning programme (application)
- K5 how and why to monitor a commissioning programme (analysis)
- K6 how and why to monitor commissioning inspections and tests that require certification and ensure they are witnessed by stakeholders as required (analysis)
- K7 how to confirm any stakeholder concerns that need to be addressed at project handover and record any required actions (application)
- K8 how to record the most relevant information produced during design, construction and installation, which can be used for operation and maintenance in accordance with the contract (application)

Obtain and communicate project feedback

- K9 what feedback to identify and record to confirm the areas to focus on for making possible improvements (understanding)
- K10 how to obtain feedback information (application)
- K11 how to summarise both positive and negative factors from the feedback information (application)
- K12 how and why to match feedback information against the original requirements and objectives (synthesis)
- K13 how and why to review the feedback information (analysis)
- K14 how and why to investigate and assess feedback information (analysis)
- K15 how to communicate the feedback information (application)

**Additional information**

**Scope/ range**

Prepare documentation for project handover

- 1 Project requirements: 1.1 time 1.2 quality 1.3 cost 1.4 health and safety 1.5 regulations 1.6 sustainability 1.7 defects rectification period
- 2 Stakeholders: 2.1 clients 2.2 users 2.3 consultants 2.4 contractors 2.5 regulating authorities 2.6 manufacturers
- 3 Information: 3.1 record drawings 3.2 schedules 3.3 specifications 3.4 contract records 3.5 photographs 3.6 trade literature 3.7 statutory consents 3.8 commissioning and test certificates 3.9 operating instructions and performance ratings 3.10 guarantees 3.11 warranties 3.12 Health and Safety File

Obtain and communicate project feedback

- 4 Possible improvements from feedback 4.1 working arrangements 4.2 formal and informal communications 4.3 quality control 4.4 design, technical and operational appraisal 4.5 benchmarking and post project review
- 5 Feedback information: 5.1 approved providers 5.2 project documentation 5.3 organisational documentation 5.4 standard details and specifications 5.5 product information 5.6 government and statutory publications



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Relevant occupations: Building Inspectors

Suite: Site Inspection

Key words: Monitor; Inspection; Handover; Communication; Contract; Feedback

## COSVX04

### Prepare and organise site inspection information

#### Overview

This standard is about preparing and providing information to decision makers within agreed deadlines. This involves operating and maintaining a site inspection information storage system, providing information, instructions, guidance and with clarification This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers

#### Performance criteria

You must be able to:

Prepare site inspection information

P1 accurately establish the purpose of the information

P2 complete documents to meet the required purpose

P3 ensure the layout, spelling, grammar and punctuation are correct and consistent

P4 ensure that the content of information is comprehensive and accurate and is presented in a logical sequence

P5 ensure that the content of the information is succinct and provides sufficient guidance to decision makers

P6 ensure that sources of information, on which documents are based, are verified as current, accurate and valid

P7 monitor and record that work practices are in accordance with legal and regulatory requirements and organisational procedures

P8 record promptly and accurately reasons where work is not achievable within specified deadlines

P9 provide completed information within agreed deadlines P10 maintain security and confidentiality of information

Organise site inspection information

P11 collate information and organise it into a suitable form for use

P12 operate appropriate and valid procedures for maintaining site inspection information systems

P13 identify, summarise and disseminate information

Provide information and guidance on site inspection issues

P14 obtain and provide site inspection information and advice which is relevant to the task, complete, summarised accurately and clearly relevant to the issues

P15 communicate site inspection information using a style of communication which is appropriate to the people receiving information and advice

#### Knowledge and understanding

You need to know and understand:

#### Prepare site inspection information

- K1 how to establish the purpose of the information (understanding)
- K2 how to complete documents to meet the required purpose (application)
- K3 how to ensure that the layout, spelling, grammar and punctuation are correct and consistent (application)
- K4 how to ensure that the content of information is comprehensive and accurate and is presented in a logical sequence (application)
- K5 how to ensure that the content of the information is succinct and provides sufficient guidance to decision makers (application)
- K6 how to ensure that sources of information, on which documents are based, are verified as accurate and valid (application)
- K7 how to record reasons where work is not achievable within specified deadlines (application)
- K8 how to provide completed information within agreed deadlines (application)
- K9 how to monitor and record that work practices are in accordance with legal and regulatory requirements and organisational procedures (application)
- K10 how to maintain security and confidentiality of information (application)

#### Organise site inspection information

- K11 what to identify as information (understanding)
- K12 how to collate information (application)
- K13 how to operate appropriate and valid procedures for maintaining site inspection information systems (application)
- K14 how to summarise and disseminate information (application)
- K15 how and why to organise information in a suitable form for use (synthesis)

#### Provide information and guidance on site inspection issues

- K16 how and why to obtain and provide site inspection information (synthesis)
- K17 how to obtain and provide advice which is relevant to the task, complete, summarised accurately and relevant to the technical issues (application)
- K18 how and why to present site inspection information in a style appropriate to the people receiving information and advice (synthesis)

### **Additional information**

#### **Scope/ range**

#### Prepare site inspection information

- 1 Purpose: 1.1 site inspection reports 1.2 written, graphical and electronic records of actual work against programmed work
- 2 Information: 2.1 for self 2.2 developed on behalf of others 2.3 self-generated 2.4 produced according to instructions from others 2.5 approved providers 2.6 contract documentation 2.7 standards drawings 2.8 specifications 2.9 technical books 2.10 product information 2.11 government and statutory publications 2.12 research and advisory data 2.13 reports 2.14 samples 2.15 project documentation 2.16 organisational documentation (e.g. pro forma)
- 3 Use (of information): 3.1 technical reference 3.2 current record 3.3 archive record
- 4 Site Inspection information systems: 4.1 paper based (e.g. manual files, technical library) 4.2 photo reduced (e.g. microfiche) 4.3 electronic (e.g. computer database, CD ROM, on-line)

#### Provide information and guidance on site inspection issues

- 5 Obtain site inspection information: 5.1 using proactive and open methods 5.2 using discussion 5.3 using questioning 5.4 showing sensitivity to feedback



6 Site Inspection information: 6.1 sharing experience 6.2 giving instructions 6.3 making decisions 6.4 increasing understanding 6.5 implementing a solution 6.6 testimony to legally constituted bodies 6.7 facilitation  
7 Communicate: 7.1 orally 7.2 in writing 7.3 graphically 7.4 electronically  
8 People receiving information and advice: 8.1 same and other related occupations 8.2 clients and customers 8.3 technical and non-technical team members 8.4 craftspeople and operatives 8.5 senior and junior colleagues 8.6 members of the public 8.7 government agencies

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## COSVX05

### Monitor dimensional accuracy

#### Overview

This standard is about obtaining and checking survey information, monitoring reference markers and setting out information, and identifying survey problems. It is also about observing and measuring dimensional controls and identifying any deviations This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers

#### Performance criteria

You must be able to:

- P1 correlate, check and calculate information on construction which is relevant to the setting-out of the project
- P2 identify any differences between the specified and the actual site dimensions, record them accurately and to inform the decision makers
- P3 monitor reference markers which are accurate, identified clearly and protected from movement or removal
- P4 use appropriate observation methods which meet the specified accuracy criteria
- P5 use measuring and recording equipment which meets the specified accuracy criteria at the level required
- P6 observe and measure dimensional controls, setting out points, lines and profiles accurately and record the results to meet quality standards
- P7 identify and record any errors in position, alignment and level and report to the decision makers
- P8 record any setting out information which may be of later use, and store it securely so that it is available when needed

#### Knowledge and understanding

You need to know and understand:

- K1 how and why to correlate information on construction relevant to the setting-out of the project (synthesis)
- K2 how to check information on construction relevant to the setting-out of the project (application)
- K3 how to calculate information on construction relevant to the setting-out of the project (application)
- K4 how to record any differences between the specified and the actual site dimensions (application)

- K5 what to identify as any differences between the specified and the actual site dimensions (understanding)
- K6 how to inform decision makers of any differences between specifications (application)
- K7 how and why to monitor reference markers which are accurate, identified clearly and protected from movement or removal (analysis)
- K8 how to use appropriate observation methods (application)
- K9 what to identify and record as any errors in position, alignment and level (understanding)
- K10 how to record and store any setting-out information which may be of later use (application)
- K11 how to observe and measure dimensional controls, setting out points, lines and profiles accurately and record the results to meet quality standards (application)
- K12 how to use measuring and recording equipment which meets the specified accuracy criteria at the level required (application)

**Additional information**

**Scope/ range**

- 1 Setting-out information: 1.1 dimensions 1.2 locations 1.3 levels (including inaccuracies and deviations)
- 2 Differences: 2.1 boundaries 2.2 levels 2.3 locations
- 3 Reference markers: 3.1 ground stations 3.2 base lines 3.3 benchmarks 3.4 elevated target positions 3.5 structural grid
- 4 Observation methods: 4.1 graphical 4.2 measured 4.3 instruments
- 5 Measuring and recording equipment: 5.1 mechanical 5.2 optical 5.3 electronic 5.4 field book
- 6 Dimensional controls 6.1 lines 6.2 levels 6.3 angles 6.4 distances
- 7 Errors – arising from: 7.1 transfer of lines and levels 7.2 use of wrong lines and levels 7.3 calculations

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Relevant occupations: Building Inspectors

Suite: Site Inspection

Key words: Survey; Setting out; Dimensional controls; Measuring; Observing

## COSVX06

### Monitor and record tests

**Overview**

This standard is about monitoring and recording tests, ensuring that accuracy is maintained, equipment is calibrated, samples are statistically sound and communicating the relevant data to those who require it This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers

**Performance criteria**

You must be able to:

- P1 monitor tests and recommend modifications to maintain compliance with test requirements
- P2 monitor physical tests and ensure they are conducted accurately
- P3 conform to safe working practices during testing

- P4 ensure accuracy by only using calibrated equipment
- P5 ensure that sample sizes are sufficient to test the required properties and maintain their integrity to meet recognised statistical principles
- P6 ensure that test data is recorded clearly and accurately communicated to those who need to use it and stored securely for later analysis
- P7 keep a clear and accurate record of the time spent on the tests and of any problems that have arisen

**Knowledge and understanding**

You need to know and understand:

- K1 how to monitor tests
- K2 how to recommend modifications to maintain compliance with test requirements (evaluation)
- K3 how to monitor that physical tests are conducted accurately (application)
- K4 how to ensure that sample sizes are sufficient to test the required properties
- K5 how to maintain the integrity of the samples (application)
- K5 how to ensure that test data is recorded and stored securely for later analysis (application)
- K5 how to ensure that test data is communicated to those who need it (application)
- K6 how to keep clear and accurate records of the time spent on the tests and of any problems that have arisen (application)
- K7 how to conform to safe working practices during testing (application)
- K8 how to ensure that the equipment used to maintain accuracy is calibrated (application)

**Additional information**

**Scope/ range**

- 1 Test: 1.1 structure 1.2 materials 1.3 environment 1.4 services
- 2 Safe working practices: 2.1 personal safety equipment and clothing 2.2 safe use of access as required under health and safety legislation 2.3 Industry Codes of Practice and Regulations applying to the test site and the tests being conducted 2.4 as identified by risk assessments
- 3 Test Data: 3.1 physical 3.2 condition 3.3 performance

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 Relevant occupations: Building Inspectors  
 Suite: Site Inspection  
 Key words: Test data; Industry Codes of practice; Site inspection

**COSVX07**

**Monitor the installation and commissioning of engineering systems**

**Overview**

This standard is about the processes for monitoring and commissioning of the engineering installation by confirming that the systems meet specifications and comply with guidelines. It is also about using information systems to record the results of commissioning This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers

**Performance criteria**

You must be able to:

- P1 verify the relevant methods and procedures for commissioning the engineering systems
- P2 verify that conditions are suitable to implement the commissioning and that the necessary resources are available
- P3 verify that the commissioning is implemented correctly
- P4 identify any problems with the commissioning and refer them to relevant stakeholders
- P5 verify that the engineering systems meet specifications and comply with all relevant regulations and guidelines
- P6 record the results of the commissioning as appropriate and issue to stakeholders

**Knowledge and understanding**

You need to know and understand:

- K1 how to verify that the engineering systems meet specifications and comply with all relevant regulations and guidelines (application)
- K2 what to identify as any problems with the commissioning (understanding)
- K3 how to verify the relevant methods and procedures for commissioning the engineering systems (application)
- K4 how to verify that conditions are suitable to implement the commissioning and that the necessary resources are available (application)
- K5 how to verify that the commissioning is implemented correctly (application)
- K6 how to refer any problems with the commissioning to relevant stakeholders (application)
- K7 how to record the results of the commissioning as appropriate and issue to stakeholders (application)

**Additional information****Scope/ range**

- 1 Procedures, specifications, regulations and guidelines:
  - 1.1 witness test 1.2 inspections 1.3 obtain certificates 1.4 provision of operation manuals
- 2 Engineering systems: 2.1 components 2.2 equipment 2.3 products 2.4 services
- 3 Commissioning: 3.1 tests trials 3.2 configuration 3.3 hand-over
- 4 Conditions: 4.1 authorisation 4.2 availability of resources 4.3 preparation of products 4.4 preparation of site 4.5 health and safety 4.6 environmental 4.7 permits
- 5 Stakeholders: 5.1 clients 5.2 users 5.3 consultants 5.4 contractors 5.5 regulating authorities 5.6 manufacturers

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Relevant occupations: Building Inspectors  
Suite: Site Inspection  
Key words: Commissioning; Engineering systems

## COSVX08

### Plan and monitor maintenance programmes

#### Overview

This standard is about the implementation, planning, scheduling and monitoring of maintenance programmes and ensuring that they comply with statutory and organisational requirements. This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers.

#### Performance criteria

You must be able to:

- P1 plan and schedule in accordance with agreed objectives for the maintenance of property
- P2 review influencing factors and guidance material about the maintenance of property
- P3 prioritise maintenance having regard to the influencing factors
- P4 prepare and verify plans and schedules of maintenance for implementation with stakeholders
- P5 monitor the programme and identify any specific resource and performance issues and recommend appropriate action
- P6 verify the compliance of statutory requirements for both planned preventative maintenance and emergency works
- P7 verify that accurate monitoring records are maintained and retained

#### Knowledge and understanding

You need to know and understand:

- K1 how and why to plan and schedule in accordance with agreed objectives for the maintenance of property (synthesis)
- K2 how and why to review influencing factors and guidance material about the maintenance of property (analysis)
- K3 how and why to prioritise maintenance having regard to the influencing factors (analysis)
- K4 how and why to prepare plans and schedules of maintenance for implementation (application)
- K5 how and why to verify plans and schedules of maintenance for implementation with stakeholders (evaluation)
- K6 how and why to monitor the programme and identify specific resource and performance issues (analysis)
- K7 how and why to recommend appropriate action (synthesis)
- K8 how to verify the compliance of statutory requirements for both planned preventative maintenance and emergency works (application)
- K9 how to verify that accurate monitoring records are maintained and retained (application)

#### Additional information

##### Scope/ range

- 1 Maintenance: 1.1 scheduled and preventative 1.2 unscheduled and reactive 1.3 emergency
- 2 Property: 2.1 structure 2.2 materials 2.3 finishes 2.4 fittings 2.5 services 2.6 external works 2.7 assets
- 3 Influencing factors: 3.1 ergonomics and logistics 3.2 contractual requirements 3.3 statutory requirements 3.4 health and safety requirements 3.5 resource allocation 3.6 operational requirements 3.7 environmental considerations 3.8 fair wear and tear/damage 3.9 heritage status
- 4 Guidance material: 4.1 owners' manuals 4.2 log books 4.3 maintenance schedules and manuals 4.4 practice guides and specifications 4.5 health and safety files 4.6 as built drawings
- 5 Resources: 5.1 materials 5.2 plant and equipment 5.3 finance 5.4 time 5.5 personnel
- 6 Stakeholders: 6.1 clients 6.2 users 6.3 consultants 6.4 contractors 6.5 regulating authorities 6.6 manufacturers



7 Statutory requirements: 7.1 testing 7.2 examination 7.3 inspection 7.4 certification 7.5 health and safety

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Relevant occupations: Building Inspectors  
Suite: Site Inspection  
Key words: Maintenance; Repairs; Programmes

## COSVX09

### Practice in a professional and ethical manner

#### Overview

This standard is about practising professionally and ethically. It also about an individuals' Continuing Professional Development (CPD), reviewing and meeting their development needs, carrying out and evidencing personal development plans and evaluating the success of the plans This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers

#### Performance criteria

You must be able to:

Operate within standards

P1 make judgements and offer advice which balance the needs of the stakeholder, the resources available and the needs of the community and environment that are affected

P2 accept responsibility for personal decisions

P3 communicate in a style and manner which maintains professional independence

P4 maintain confidentiality of information

P5 define and agree the terms of reference and the expectations of the stakeholders

P6 operate within agreed working practices and systems which conform to legal requirements and ethical standards

Undertake personal development in the occupational practice area

P7 define the personal aims and objectives for undertaking personal development

P8 identify sources of support and guidance for undertaking personal development

P9 identify and select relevant standards of competence against which personal development can be measured

P10 analyse the current personal level of performance against the identified standards of competence and record a profile of present competence and personal development needs

P11 prepare a development plan for achieving identified development needs

P12 undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities

P13 measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence

P14 review the currency of personal development aims and objectives and revise and update aims and objectives to suit circumstances

### **Knowledge and understanding**

You need to know and understand:

#### Operate within standards

K1 how and why to make judgements which balance the needs of the stakeholder, the resources available and the needs of the community and the environment that are affected (evaluation)

K2 how and why to maintain confidentiality of information (application)

K3 how to communicate in order to maintain professional independence (application)

K4 how and why to offer advice which balances the needs of the stakeholder, the resources available and the needs of the community and environment that are affected (synthesis)

K5 how and why to accept responsibility for personal decisions (evaluation)

K6 how to operate within agreed working practices and systems which conform to legal requirements and ethical standards(application)

K7 how and why to define the terms of reference and the expectations of stakeholders (evaluation)

K8 how and why to agree the terms of reference and the expectations of stakeholders (evaluation)

#### Undertake personal development in the occupational practice area

K9 how to revise and update personal development aims and objectives to suit circumstances (application)

K10 how and why to review the currency of personal development aims and objectives (analysis)

K11 how and why to define the personal aims and objectives for undertaking personal development (evaluation)

K12 what to identify as sources of support and guidance for undertaking personal development (understanding)

K13 how to contact sources of support and guidance for undertaking personal development (application)

K14 what to identify as relevant standards of competence against which personal development can be measured (understanding)

K15 how to record a profile of present competence and personal development needs (application)

K16 how to measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence (application)

K17 how and why to analyse the current personal level of performance against the identified standards of competence (analysis)

K18 how and why to select relevant standards of competence against which personal development can be measured (evaluation)

K19 how and why to prepare a development plan (synthesis)

K20 how to record progress and the effectiveness of the development activities (application)

K21 how and why to review progress and the effectiveness of the development activities (analysis)

K22 how and why to undertake development activities (evaluation)

### **Additional information**

#### **Scope/ range**

#### Operate within standards

1 Systems: 1.1 insurance 1.2 guarantees 1.3 warranties 1.4 contract conditions 1.5 bonds

2 Ethical standards: 2.1 ethical codes of practice within the occupation or discipline 2.2 statute law 2.3 voluntary codes of practice 2.4 duty of care 2.5 conflicts of interest

3 Stakeholders: 3.1 clients 3.2 users 3.3 consultants 3.4 contractors 3.5 regulating authorities 3.6 manufacturers

#### Undertake personal development in the occupational practice area

4 Aims and objectives: 4.1 preparation for career development 4.2 intellectual challenge 4.3 need for updating 4.4 need to provide evidence of vocational competence 4.5 compliance with employer and professional requirements 4.6 awareness of development needs

5 Personal development: 5.1 maintenance of competence 5.2 development of new competence 5.3 commitment to vocational excellence  
 6 Sources of support and guidance: 6.1 national/industry bodies 6.2 professional institutions 6.3 education and training providers 6.4 in house 6.5 national occupational standards 6.6 current publications  
 7 Standards of competence: 7.1 job descriptions 7.2 professional institution requirements 7.3 industry national occupational standards  
 8 Development plan includes: 8.1 objectives 8.2 priorities 8.3 target dates 8.4 development activities  
 9 Development activities: 9.1 formal courses 9.2 research 9.3 work experience 9.4 personal study  
 10 Reviewing: 10.1 self or assessed 10.2 in conjunction with others 10.3 peer group

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Key words: Continuing professional development; Development plan

## COSVX10

### Develop and maintain professional working relationships

#### Overview

This standard is about developing and maintaining professional working relationships by communicating information and offering advice about work activities. It is also about clarifying and resolving conflicts of opinion to maintain goodwill. This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers.

#### Performance criteria

You must be able to:

Develop and maintain professional relationships with people

P1 develop, maintain and encourage professional relationships

P2 inform people about work activities and priorities

P3 offer advice and help to stakeholders about work activities and priorities

P4 inform stakeholders of proposals for actions

P5 clarify with stakeholders objections to proposals and suggest alternatives

P6 resolve conflicts and differences of opinion in ways which minimise offence and which maintain goodwill, trust and respect

P7 present relevant information at meetings clearly and concisely

P8 present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, if required

P9 articulate any issues and problems emerging from discussions and propose and evaluate possible solutions

#### Knowledge and understanding

You need to know and understand:

Develop and maintain professional relationships with people

K1 how to maintain and encourage professional relationships (application)

K2 how and why to develop professional relationships (synthesis)

K3 how and why to resolve conflicts and differences of opinion in ways which minimise offence, and maintain goodwill, trust and respect (synthesis)

K4 how and when to present proposals for action to stakeholders (application)

K5 how to clarify with stakeholders objections to proposals (application)

K6 how and why to suggest alternative proposals (synthesis)

K7 how to inform people about work activities and priorities (application)

K8 how and why to offer advice and help stakeholders about work activities (synthesis)

K9 the importance of presenting relevant information and opinions at the meeting clearly and concisely, and how to do so

K10 the types and sources of information relevant for the meeting

K11 how to present your opinions and the interests of those you are representing in a convincing way

K12 industry/sector requirements for participating in meetings

K13 the importance of identifying and articulating any issues and problems emerging from discussions, and how to contribute to resolving them

**Additional information**

**Scope/ range**

Develop and maintain relationships with people who are affected by your work

1 Professional relationships: 1.1 formal 1.2 informal

2 Stakeholders 2.1 clients and customers 2.2 employers 2.3 employees 2.4 statutory and regulatory bodies 2.5 users and community groups 2.6 contractors 2.7 consultants 2.8 partners 2.9 general public 2.10 suppliers of products and services

3 Goodwill and trust: 3.1 demonstrating a duty of care 3.2 ethical relationships 3.3 professional independence 3.4 honouring promises and undertakings 3.5 honest relationships 3.6 constructive relationships 3.7 equal opportunities

4 Informing, offering advice, presenting and clarifying: 4.1 orally 4.2 in writing 4.3 using graphics 4.4 electronically

5 Work activities: 5.1 progress 5.2 results 5.3 achievements 5.4 emerging threats 5.5 risks 5.6 opportunities

Developed by: ConstructionSkills

Version: 2

Date approved: December 2015

Indicative review date: November 2020

Validity: Current

Status: Original

Originating organisation: ConstructionSkills

Original URN: COSSIO10

Relevant occupations: Building Inspectors

Suite: Site Inspection

Key words: Meetings; Relationships; Communicating; Information; Advice

**COSVX12**

**Inspect and report on condition of property**

**Overview**

This standard is about undertaking condition inspections, organising and carrying out the surveys, and collating and presenting the survey results This standard is for people working in the occupational area of site inspection and can be used by technicians, supervisors and managers

**Performance criteria**

You must be able to:

Inspect condition of property

P1 identify the purpose of the inspection, evaluate available data and obtain the equipment resources and specialist advice that will be needed

P2 verify that stakeholders who will be affected have given their permission

P3 identify and manage health and safety risks relating to inspections

P4 accurately record and report characteristics of the property which are necessary for the purpose of the inspection

Report on condition of property

P5 collate information on the condition of property

P6 identify possible causes of failure and deterioration of the property and the implications and consequences

P7 prepare and submit a report which is accurate and complete, which clearly specifies the level of condition and contains relevant information

P8 clarify and justify findings and clearly explain instances where and why accurate inspection and measurement has not been possible

P9 retain records which are clear, accurate and complete and conform to accepted professional and statutory requirements

**Knowledge and understanding**

You need to know and understand:

Inspect condition of property

K1 what to identify as the purpose of the inspection (understanding)

K2 how to obtain the equipment and resources and specialist advice that will be needed (application)

K3 how and why to evaluate available data (evaluation)

K4 how and when to verify that stakeholders who will be affected have given their permission (application)

K5 how to accurately record and report characteristics of the property which are necessary for the inspection (application)

K6 how to identify health and safety risks relating to inspection (understanding)

K7 how to manage health and safety risks relating to inspections (understanding)

Report on condition of property

K8 how to retain records (application)

K9 how to collate information on the condition of property (application)

K10 what to identify as possible causes of failure and deterioration of the property and the implications and consequences (understanding)

K11 how and why to clarify and justify findings (synthesis)

K12 how to explain clearly, instances where and why accurate inspection and measurement has not been possible (application)

K13 how to prepare and submit a report, in full, and which clearly specifies the level of condition and contains relevant information (application)

**Additional information**

**Scope/ range**

### Inspect condition of property

- 1 Resources: 1.1 the client 1.2 land registry 1.3 local search 1.4 tenants 1.5 existing surveys/inspections 1.6 legal documents 1.7 historical 1.8 occupiers 1.9 local authority records
- 2 Health and safety risks: 2.1 falls from height 2.2 slips, trips and falls (same height) 2.3 hit by falling or moving objects 2.4 manual handling 2.5 health issues 2.6 power sources 2.7 hazardous substances 2.8 trapped by something collapsing or overturning 2.9 confined spaces 2.10 fire 2.11 obstructions 2.12 moving vehicles 2.13 water 2.14 security breaches 2.15 sector or context specific 2.16 structure
- 3 Characteristics: 3.1 age 3.2 type 3.3 construction 3.4 size 3.5 heritage status 3.6 use 3.7 location 3.8 orientation
- 4 Stakeholders: 4.1 clients 4.2 users 4.3 consultants 4.4 regulating authorities 4.5 manufacturers

### Report on condition of property

- 5 Information - sources: 5.1 the client 5.2 occupiers 5.3 survey data 5.4 industry standards and legislation 5.5 inspection observations and measurements 5.6 samples 5.7 media
- 6 Level of condition: 6.1 age, type, construction, size and heritage status 6.2 condition rating 6.3 energy efficiency 6.4 susceptibility to damage 6.5 safety requirements 6.6 need to inhibit deterioration 6.7 meet minimum legal standards 6.8 suspected concealed defects
- 7 Property: 7.1 structure 7.2 materials 7.3 finishes 7.4 fittings 7.5 services 7.6 external works 7.7 assets
- 8 Relevant information: 8.1 meets relevant codes of practice and standards 8.2 recommended remedial work 8.3 any qualifying factors 8.4 need for further investigation

Developed by: ConstructionSkills  
Version: 2  
Date approved: December 2015  
Indicative review date: November 2020  
Validity: Current  
Status: Original  
Originating organisation: ConstructionSkills  
Original URN: COSSIO12  
Relevant occupations: Building Inspectors  
Suite: Site Inspection  
Key words: Condition; Inspection; Reports; Survey

## CFACSC5

### Monitor and solve customer service problems

#### Overview

This Standard is part of the Customer Service Theme of Handling Problems. This Theme covers the behaviours, processes and approaches that are most effective when handling customer service problems. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers. Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them. This Standard is about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

**Performance criteria**

You must be able to:

Solve immediate customer service problems

P1 respond positively to customer service problems following organisational guidelines

P2 solve customer service problems when you have sufficient authority

P3 work with others to solve customer service problems

P4 keep customers informed of the actions being taken

P5 check with customers that they are comfortable with the actions being taken

P6 solve problems with service systems and procedures that might affect customers before they become aware of them

P7 inform managers and colleagues of the steps taken to solve specific problems

Identify repeated customer service problems and options for solving them

P8 identify repeated customer service problems

P9 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option

P10 work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation

Take action to avoid the repetition of customer service problems

P11 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated

P12 action your agreed solution

P13 keep your customers informed in a positive and clear manner of steps being taken to solve any service problems

P14 monitor the changes you have made and adjust them if appropriate

**Knowledge and understanding**

You need to know and understand:

K1 organisational procedures and systems for dealing with customer service problems

K2 organisational procedures and systems for identifying repeated customer service problems

K3 how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers

K4 how to negotiate with and reassure customers while their problems are being solved

K5 the opportunities and potential for monitoring and solving customer service problems presented by remote information collection and sharing such as through social media

Developed by: SkillsCFA

Version: 2

Date approved: January 2013

Indicative review date: January 2016

Validity: Current

Status: Original

Originating organisation: SkillsCFA

Original URN: CFACSC5

Relevant occupations: Customer Service Occupations; Deputy manager, manager, department controller, pit boss, inspector

Suite: Customer Service (2013); Gambling; Print Administration



Key words: monitor problems; solve problems; customer service problems; customer loyalty; impress; customer service; communication; problem solving; behaviours; work with others; team working; giving information; receiving information services; products; gambling

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

**Part 4** – Additional comments / issues (e.g. health & safety issues):

**Part 5** – Candidate comments/feedback/evaluation:

**Part 6** – Employer comments on progression and achievement noted in **Part 2a**:

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

Candidate Signature: ..... Date: .....

Assessor Signature: ..... Date: .....

Employer Signature (where present): ..... Date: .....

Employer Name and position: .....

|  |            |
|--|------------|
| <b>3B: Sample Form</b>   |            |
| <b>Assessor report</b>   |            |
| <b>Qualification:</b>  |            |
| <b>Candidate:</b>  |            |
| <b>Assessor:</b>   |            |
| <b>Date:</b>   |            |
| <b>Unit/ element:</b>  |            |
| <b>Location/ circumstance:</b>                                   |            |
| <b>Details of observation/ question/ answers/ discussion</b>     | <b>Ref</b> |
|  |            |
| <b>Details of observation/ question/ answers/ discussion</b>     | <b>Ref</b> |
|  |            |
| <b>Details of observation/ question/ answers/ discussion</b>     | <b>Ref</b> |
|  |            |
| <b>Assessors comments</b> (state whether candidate is competent) |            |
| <b>Assessor signature</b>  |            |
| <b>Candidate signature</b>                                       |            |

**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:**

| <b>Element(s)</b> | <b>Date</b> | <b>Statement / evidence</b> |
|-------------------|-------------|-----------------------------|
|                   |             |                             |

Candidate's signature:

Assessor's signature:

Date:



## APPENDIX 4 - ASSESSOR TEMPLATE DOCUMENTS

### 4A: Sample Form Element achievement record

| <b>Candidate name:</b> |                        |             |                      |  |  |  |  |                             |  |  |  |
|------------------------|------------------------|-------------|----------------------|--|--|--|--|-----------------------------|--|--|--|
| <b>Qualification:</b>  |                        |             |                      |  |  |  |  |                             |  |  |  |
| <b>Unit title:</b>     |                        |             |                      |  |  |  |  |                             |  |  |  |
| <b>Element(s):</b>     |                        |             |                      |  |  |  |  |                             |  |  |  |
| <b>Assessor:</b>       |                        |             |                      |  |  |  |  |                             |  |  |  |
| Evidence ref:          | Evidence description * | Location ** | Performance criteria |  |  |  |  | Knowledge and understanding |  |  |  |
|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
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|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
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|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
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|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
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|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
|                        |                        |             |                      |  |  |  |  |                             |  |  |  |
|                        |                        |             |                      |  |  |  |  |                             |  |  |  |

**\*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 <sup>1</sup> | Was the assessment method appropriate? | Is there sufficient evidence that outcomes have been met? | Is the evidence appropriate for the level? | Comments |
|-----------------|-------------------------------|--|---|--|----------|
|                 |                               |  |   |  |          |
|                 |                               |  |   |  |          |
|                 |                               |  |   |  |          |
|                 |                               |  |   |  |          |
| <b>Comments</b> |                               |  |   |  |          |

**Signed:** (IV) **Date:**

**Signed:** (Assessor) **Date:**

<sup>1</sup> Was 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: .....

| <b>Prior to the assessment had the Assessor:</b>  | <b>Yes</b> | <b>No</b> | <b>Comments:</b> |
|---|------------|-----------|------------------|
| 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                             |            |           |                  |

| <b>During the assessment did the Assessor:</b>   | <b>Yes</b> | <b>No</b> | <b>Comments:</b> |
|--|------------|-----------|------------------|
| 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 |            |           |                  |

| <b>During the assessment did the Assessor (continued):</b>   | <b>Yes</b> | <b>No</b> | <b>Comments:</b> |
|--|------------|-----------|------------------|
| 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' |            |           |                  |
| <b>After the assessment did the Assessor:</b>  | <b>Yes</b> | <b>No</b> | <b>Comments:</b> |

|   |  |  |  |
|---|--|--|--|
|   |  |  |  |
| 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:.....