

# **Assessor's Guidelines for the SVQ Laundry Operations and Laundry Service Support level 2**

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# Contents

<b>About this guide</b>	<b>1</b>
<b>Introduction</b>	<b>2</b>
About SVQs	2
How are standards defined in SVQs?	3
Who is involved in SVQs?	3
The steps involved in assessing a candidate for an SVQ	4
<b>1 The SVQs in Laundry Operations and Laundry Service Support</b>	<b>5</b>
Structure of the SVQs	5
An assessment strategy for the SVQ	6
Why would people be interested in the SVQ?	6
How do candidates begin?	7
<b>2 Preparing to assess the SVQ</b>	<b>8</b>
Planning	9
Assessment plan	10
Selecting methods of assessment	11
Methods of assessment	12
Observation	12
Product evaluation	12
Questioning	13
Other methods of assessment	13
Other sources of evidence	15
<b>3 Generating evidence</b>	<b>16</b>
Observation	17
Questions and candidate responses	19
Candidate's personal statement	21
Witness testimony	23
Filling the gaps	25
Guidance and support to candidates	25
Judging candidate evidence and making an assessment decision	25
Insufficient evidence	26
Authenticating candidates' evidence	26
<b>4 Recording achievement</b>	<b>27</b>
Completing the Unit progress record	28
Using the index of evidence	30
Completing the Element achievement record	32
<b>5 Further information</b>	<b>35</b>
What else should I read?	35
<b>Appendix 1: Blank recording forms</b>	<b>36</b>
<b>Appendix 2: Assessment Strategy (extract)</b>	<b>45</b>
<b>Appendix 3: Evidence requirements</b>	<b>54</b>

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQs in Laundry Operations and Laundry Service Support at level 2**.

You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

# Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, you may wish to go to the next section.

## About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

### Explanation of levels

- Level 1** Defines competent performance in a range of activities which are largely routine and predictable.
- Level 2** Specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.
- Level 3** Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.
- Level 4** Specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

## How are standards defined in SVQs?

All SVQs consist of standards which can be broken down into various parts.

**Units** define the broad functions carried out in the sector, and are made up of a number of **Elements**. These **Elements** describe the activities which employees have to perform, and will require candidates to demonstrate certain skills or knowledge and understanding.

The quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. These may also be called **statements of competence** or **what candidates should do**.

The section on **knowledge and understanding** says what candidates must know and understand, and how this knowledge applies to their jobs.

You may also come across standards containing statements on **scope**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Increasingly, you may see changes to this format as standards become more user-friendly and are written in plain English. For example, there may be some standards containing **Range Statements** or **Evidence Requirements**, but over time these should disappear. You may, however, find that information on the context, nature and amount of evidence which is required to prove competence (which used to be given in Range Statements and Evidence Requirements) is now defined in the **assessment guidance** for the qualification. Assessment guidance is drawn up by the awarding body and is packaged along with the standards to form the SVQ.

## Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor\*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier\*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the external verifier\*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ(s) — see Appendix 2.

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification) either in their current form or as ‘D-Units’, or an alternative qualification which SQA also recognises.

## **The steps involved in assessing a candidate for an SVQ**

In deciding whether a candidate should get an SVQ, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate’s competence in the Units
- ◆ judging the evidence of the candidate’s ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate’s achievement

# 1 The SVQs in Laundry Operations and Laundry Service Support

The SVQs in Laundry Operations and Laundry Service Support have been developed by Skillfast-UK and are intended for people in the laundry industry.

These people may be working as laundry operators, finishers, packers, assistants or owners of small laundries. They will require skills and knowledge in operating laundry machinery, customer service, repair and alterations, and all other aspects of running a laundry, for example Health and Safety legislation and regulations.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: commercial laundries, the NHS, prisons, and appropriate training centres.

## Structure of the SVQs

This section lists the Units which form the SVQs in Laundry Operations and Laundry Service Support at level 2

### SVQ in Laundry Operations at level 2 (G8C8 22)

#### Mandatory Units

SQA Ref	SSC Ref	Title
F0JK 04	HS1	Health, Safety and Security at Work
F0JL 04	LDC3	Classify Items and Make Up Loads for Cleaning
F0JW 04	LDC17	Inspect and Prepare Laundered and Cleaned Items for Dispatch

#### Group One Optional Units: choose one

SQA Ref	SSC Ref	Title
AT6W 04	LDC4	Carry Out the Washing Process
F0JM 04	LDC5	Clean Items by Continuous Batch Washing Processes
F0K1 04	LDC6	Process Cabinet Roller Towels in One Stage

#### Group Two Optional Units: choose one

SQA Ref	SSC Ref	Title
F0K7 04	LDC7	Tumble-dry Items
F0K0 04	LDC8	Press and Finish Items Following Laundry
F0K2 04	LDC9	Process Flat Work Through Calendars
F0JR 04	LDC10	Dry-finish and Inspect Garments Using a Tunnel Finisher
F0JS 04	LDC11	Form-finish and Inspect Garments Using Steam Air

## **SVQ in Laundry Service Support at level 2 (G8C9 22)**

### **Mandatory Unit**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F0JK 04	HS1	Health, Safety and Security at Work

### **Optional Units: choose four**

<b>SQA Ref</b>	<b>SSC Ref</b>	<b>Title</b>
F0JP 04	LDC1	Collect and Deliver Laundered and Cleaned Items to Customers
F0JX 04	LDC2	Looking After the Customer
F0K5 04	LDC16	Repair, Alter and Maintain Fabrics and Materials
F0JW 04	LDC17	Inspect and Prepare Laundered and Cleaned Items for Dispatch
F0K6 04	LDC18	Select Stock Items and Assemble Orders for Delivery to Individual Customers as Part of the Laundry and Cleaning Service
F0JY 04	LDC19	Place Goods and Materials into Storage to Support Laundry and Dry Cleaning Services
F0K3 04	LDC20	Receive and Verify Goods and Materials Going into Storage for Laundry and Dry Cleaning Services

## **An assessment strategy for the SVQ**

As part of their review of the SVQs in Laundry Operations and Laundry Service Support at level 2, the standards-setting body Skillfast-UK has developed an assessment strategy which defines a range of requirements:

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

The relevant parts of the assessment strategy are given in Appendix 2, and both SQA and centres must comply with these requirements.

## **Why would people be interested in the SVQ?**

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too. One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the appropriateness of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

# How do candidates begin?

## Choosing the SVQ

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to be you as the assessor, who carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

## An example

James had worked in the laundry industry for nine years but did not possess any formal qualifications. He wanted to do a qualification which would give him national recognition of the skills he already had. As he had a lot of experience in all aspects of the laundry process, James approached his employer to see if there were any qualifications he could obtain to further his career. They agreed that he had suitable working experience to work towards an SVQ in Laundry Operations at level 2. A meeting was arranged between an external assessor, the employer, and James to discuss the various requirements of the qualification, so that an assessment plan could be drawn up and agreed by all parties. They decided that James could work towards the level 2 SVQ in the workplace as this would enable him to work at his own pace and have the support of colleagues who were also working towards the award.

The employer arranged for an assessor within the company to provide James with guidance on how to collect evidence and construct a portfolio to achieve these Units.

All these arrangements were agreed by everyone involved and then written up in an assessment plan for James.

## 2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

### **Your role and your candidate's role**

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

#### **Your role**

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

#### **Candidates' role**

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

## Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units or Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards your A/V Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers Unit LDC3 *Classify Items and Make Up Loads For Cleaning*. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

## Assessment plan

Units: LD3 Classify Items and Make Up Loads for Cleaning Elements:					
Activities	PCs	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PCs and range)
Receive incoming soiled linen		Direct observation Oral questioning Candidate's portfolio/log book	10/01/06	Candidate portfolio Witness statement from supervisor	
Sort by the appropriate material type, soiling level and colour		Direct observation Oral questioning Candidate's portfolio/log book	10/01/06	Candidate portfolio Witness statement from supervisor	
Make up the correct loads and weights for the wash process.		Direct observation Oral questioning Candidate's portfolio/log book	10/01/06	Candidate portfolio Witness statement from supervisor	
<b>Questioning for knowledge and understanding not apparent from 2nd review</b>					

Assessor's signature: *A Stewart*

1st review due: *30 January 06*

Candidate's signature: *James Jones*

2nd review due: *17 February 06*

Date of agreement: *5 January 06*

Date of completion: *15 March 06*

## Selecting methods of assessment

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

- ◆ By *valid* we mean that the assessment method should be appropriate to the standards
- ◆ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions
- ◆ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ familiarity with the work area and equipment, so the candidate is comfortable during assessment
- ◆ resources to be used are readily available
- ◆ performance and product evidence will be valid and can be authenticated
- ◆ candidate can seek guidance from colleagues and supervisor if required
- ◆ candidate can progress at his/her own pace

The challenges might be:

- ◆ pressure of work
- ◆ location of workplace within the laundry
- ◆ meeting all criteria at the time and date of assessment — some of the criteria required for some Units may not occur in the workplace, so simulations may have to be used
- ◆ relationship to the assessor
- ◆ meeting the needs of the customer

### Example

Candidates working in a commercial, NHS, prison or private laundry will have to demonstrate the ability, skills and knowledge to receive and classify soiled linen to satisfy Unit LDC3 *Classify Items and Make Up Loads For Cleaning*. The assessor should be able to collect evidence by direct observation, oral questioning and product evaluation in the workplace. It would be reasonable for the candidate to produce a

selection of the types of loads as stated in the Performance Criteria within their normal day-to-day work output.

## **Methods of assessment**

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

### **Observation**

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally-occurring activities are carried out by the candidate
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities. For example:

- ◆ observation of candidate classifying the soiled linen
- ◆ observation of candidate during the making-up of loads
- ◆ observation of the candidate weighing loads to go into the wash process

### **Product evaluation**

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

- ◆ written evidence in their portfolio
- ◆ completed work at the end of each stage in the laundry process

## Questioning

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

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

**Question:** If you noticed a 'red bag' within a recently received load of laundry, What would you do?

**Answer:** I would remove this immediately from the rest of the load, as it is an infected bag of linen and has to be treated separately in the wash process. I would inform my supervisor that this bag had arrived this way and that the sender had not used the correct procedure for this type of laundry.

**Question:** At the end of your shift, there are three loads of linen left. One of 15kg towels, one of 15kg bedding, and one of 10kg poly cotton. What would you do with this?

**Answer:** I would wait until the next day before submitting them for washing as they do not make up the correct weight for a load of these items for the machine. The items would be damaged by shrinkage, colour run, etc if they were mixed for washing.

## Other methods of assessment

These methods, like questioning, are often used for authentication. See section 3 for more about authenticating candidates' evidence.

### Personal statements

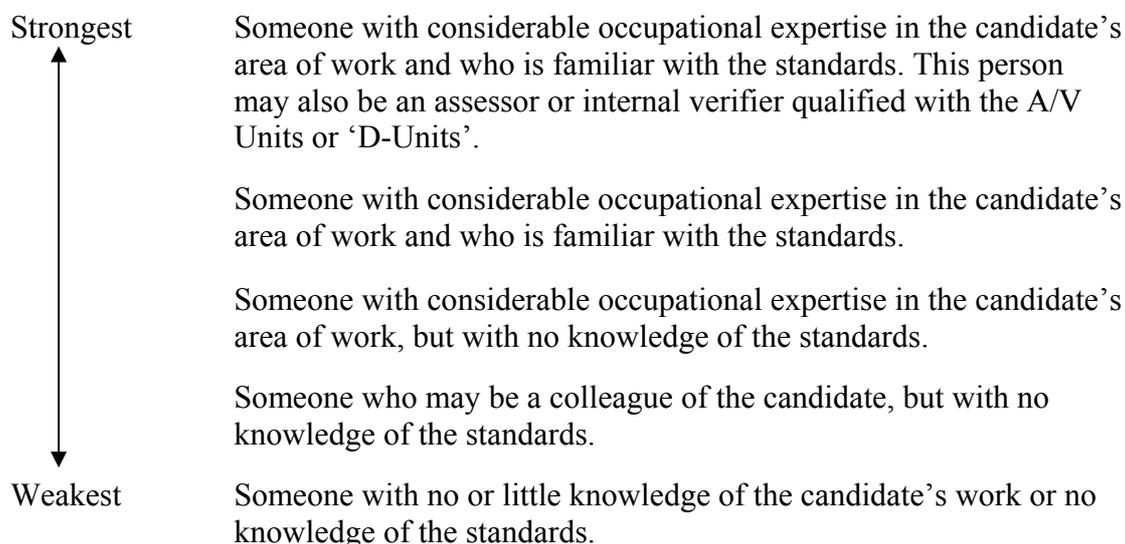
You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

### Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be able to provide a statement on what your candidates have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and are often used to support

other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.



Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

### **An example**

In Unit LDC3, *Classify Items and Make Up Loads for Cleaning*, candidates must be aware of different types of soiling and staining and provide evidence showing that they have the relevant knowledge and understanding. A written statement from the candidate's supervisor or employer detailing the candidate's skills and abilities in this work would be useful as the task may not occur every day in the normal cause of business and the assessor may not have the opportunity to observe it.

### **Simulation**

*Simulation* is any structured assessment exercise involving a specific task which reproduces real-life situations.

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

Skillfast-UK has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy in Appendix 2.

### **Examples**

- ◆ In Unit HS1 *Health, Safety and Security at Work*, the candidate may not have had to deal with a fire — this situation may simply not arise. A simulation would be a practical method of assessment. You would use a checklist to ensure the candidate followed the correct company procedures.
- ◆ In Unit LDC2 *Look after the Customer*, you may not be able to observe a candidate in the workplace dealing with difficult telephone callers. Again simulation would be a practical method of assessment. You would have a checklist to ensure the candidate followed the correct company procedures.

### **Other sources of evidence**

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

### 3 **Generating evidence**

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony

There are blank forms which you can copy and use in assessment in Appendix 1.

## **Observation**

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

# Observation record

**Unit/Element(s):** LDC3  
**Candidate:** James Jones  
**Evidence index number:** LDC3 2.2

**Date of observation:** 10 January 06

<b>Skills/activities observed:</b>	<b>PCs covered:</b>
<p>Receiving soiled items of linen from customers for laundering. Unpacking and classifying same as loads for washing.</p> <p>Making up similar loads by material types and soiling level, for weighing prior to the wash process.</p>	

## **Knowledge and understanding apparent from this observation:**

James showed that he knew the different material types and soiling degrees. He also showed a knowledge of why he should weigh the laundry and the consequences if he did not.

## **Other Units/Elements to which this evidence may contribute:**

LDC4 Carry Out the Wash Process

## **Assessor's comments and feedback to candidate:**

Today you performed most of the Elements in this Unit to my satisfaction. However, I would like to arrange another date where I can observe you handling an excessively soiled item of linen, as I feel that your knowledge is weak in this area. The oral question that you answered showed me that you do not fully understand this process.

Assessor's signature: *A Stewart*

Date: *10 January 06*

Candidate's signature: *J Jones*

Date: *10 January 06*

## **Questions and candidate responses**

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

## Record of questions and candidate's answers

<b>Unit:</b> LDC3	<b>Element(s):</b>
<b>Evidence index number:</b>	
<p><b>Circumstances of assessment:</b>          Observation of the candidate in the workplace, supplemented by oral questioning to clarify some elements of the knowledge and understanding which were not apparent.</p>	
<p><b>List of questions and candidate's responses:</b></p> <p><b>Q:</b> Why is it important to keep different types of textiles separate for washing?</p> <p><b>A:</b> All varying item types are washed in a different programme in the washer to avoid shrinkage, bobbling, colour run and must be washed at the correct water temperature.</p> <p><b>Q:</b> How would you handle fouled or excessively soiled work?</p> <p><b>A:</b> You ensure that you are wearing the appropriate Personal Protective Equipment prior to handling this work, as it is contaminated in some way. It should be received in a 'RED' alginate plastic bag, sealed and separate from the other items received. It is treated with the minimum of handling and placed in a sealed container if there is not enough to make up a load for the wash process.</p> <p><b>Q:</b> Why do you weigh the loads for washing?</p> <p><b>A:</b> For the washing machine to perform at peak efficiency it must be loaded to the manufacturers recommended capacity, eg 50kg. You only make up loads of similar material and do not mix these for washing.</p>	
Assessor's signature: <i>A Stewart</i>	Date: <i>10 January 06</i>
Candidate's signature: <i>J Jones</i>	Date: <i>10 January 06</i>

## **Candidate's personal statement**

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
15/01/06	LDC3.3.3	<p>I received a large quantity of garments from a nursing home. This is a new customer and it was the first time they had sent garments for cleaning.</p> <p>There were varying fabric types, some of which were delicate in nature and quite old. The level of staining with food and drink, mainly tea and coffee, and the degree of soiling, was quite bad in several of the garments.</p> <p>The first thing I did was check the garments for care label instructions. Any without, were put to one side for inspection later.</p> <p>The level of staining was the next item I checked. I sorted the items to the best of my ability, and identified the satins for pre-spotting by that department. Any badly soiled items were identified and kept separate for the wash process.</p> <p>I then went back to the other items (no care labels) and using my previous experience, I checked the garment's fabric and makeup and decided which could be dry cleaned using our process and which could be damaged.</p> <p>I then contacted the nursing home to explain my findings, and they signed a disclaimer giving permission for the garments to be dry cleaned.</p> <p>All the garments were then sent to the relevant sections to be cleaned.</p>		

Signed (candidate): *J Jones*

Date: *10 January 06*

## **Witness testimony**

Remember that, if you choose to use witness testimony, it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.



## Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for related studies issues, for example, Units covering Health & Safety regulations and procedures, first aid, and emergency situations.

You may be able to overcome these by the use of simulations and oral questioning, where permitted. The candidate could attend relevant workshops and short training courses on how to deal with first aid and emergency situations in the workplace. There are short courses aimed at the responsibilities of the employee and employer regarding Health and Safety issues, and these may be useful for collecting evidence for the knowledge and understanding, as well as some of the Performance Criteria.

In the case of Unit HS1, simulation could be used to cover some areas.

## Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

## Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic

- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

## **Insufficient evidence**

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their evidence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

## **Authenticating candidates' evidence**

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them or, if this is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

### **Example**

When an assessor is not available to observe the candidate producing evidence at first hand, there must be a format to authenticate the candidates work. For example, the candidate may have had to press and finish an unusual, delicate item in Unit LDC11, but because the assessor was not present, the candidate must prove that this is his/her work. This could be done by taking photographs during the process. The photographs would have to be supplemented with other forms of evidence, such as witness testimony. The candidate's supervisor would be ideally placed to observe this and then write up a witness testimony report. The candidate could also supplement this by producing a personal statement. When the assessor is unable to observe the candidate producing evidence at first hand, the candidate should be able to produce three items of authentication.

## 4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The candidate's evidence is normally kept in a file, often called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an external verifier what stage a candidate has reached in achieving the SVQ.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the external verifier to follow it up and include it in the visit.

There are various reasons why record keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal verifiers and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

These forms are also used in SQA's portfolio.

## **Completing the Unit progress record**

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

# Unit progress record

Qualification and level: SVQ Laundry Operations at level 2

Candidate: James Jones

To achieve the whole qualification, you must prove competence in 3 **mandatory** Units and 2 **optional** Units.

## Unit Checklist

<b>Mandatory</b>	HS1	LDC3	LDC17							
<b>Optional</b>	LDC4	LDC7								

## Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
HS1	Health, Safety and Security at Work	<i>A Stewart</i>	29/11/05
LDC3	Classify Items and Make Up Loads for Cleaning	<i>A Stewart</i>	14/01/06
LDC17	Inspect and Prepare Laundered and Cleaned Items for Dispatch		

## Optional Units achieved

LDC7	Tumble-dry items	<i>A Stewart</i>	21/10/06
LDC4	Carry Out the Washing Process		

## Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the place or location where it can be found
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or external verifier might be unable to confirm your assessment decisions.



## Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.



**Unit:** LDC3 Classify Items and Make Up Loads for Cleaning

**Element:**

**Notes/Comments**

The candidate has satisfied the assessor and internal verifier that the Performance Evidence has been met.

Candidate: *A Stewart* Date: *17/03/06*

Assessor: *J James* Date: *17/03/06*

Internal verifier: *R Smith* Date: *17-03-06*

## 5 Further information

### What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at: [www.sqa.org.uk](http://www.sqa.org.uk) on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres*

*Guide to Assessment and Quality Assurance for Colleges of Further Education*

*Guide to Assessment and Quality Assurance for Employers and Training Providers*

*Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments*

*Quality Assurance Principles, Elements and Criteria*

*Operational Help Centres*

The Operational Guide for Centres has been replaced by the online Operational Help Centre on: [www.sqa.org.uk](http://www.sqa.org.uk)

# **Appendix 1: Blank recording forms**







**Unit:**

**Element:**

**Notes/Comments**

The candidate has satisfied the assessor and internal verifier that the Performance Evidence has been met.

Candidate:

Date:

Assessor:

Date:

Internal verifier:

Date:

# Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate:

Date:

# Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

<b>Skills/activities observed:</b>	<b>PCs covered:</b>

**Knowledge and understanding apparent from this observation:**

**Other Units/Elements to which this evidence may contribute:**

**Assessor's comments and feedback to candidate:**

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:



# Record of questions and candidate's answers

<b>Unit:</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b>	
<b>List of questions and candidate's responses:</b>	
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Candidate's signature:</b>	<b>Date:</b>

# **Appendix 2: Assessment strategy (extract)**

## **Introduction**

This document details the assessment strategy and sets out the recommendations of Skillfast-UK (the SSC) for the assessment of National and Scottish Vocational Qualifications (N/SVQs) based on the Skillfast-UK developed National Occupational Standards (NOS) for the qualifications listed below. It replaces any previous assessment strategies relating to these qualifications and industry sectors.

## **Application of the strategy**

This document describes the overarching strategy for the assessment and verification of N/SVQs based on the NOS for the following sub-sectors:

Tailoring

Manufacturing Sewn Products

Laundry and Dry Cleaning

Process Operations — Man-made Fibres

However, it is our intention to bring ALL current assessment strategies for N/SVQs applicable to this sector within the scope of this document through this process, with annexes describing additional requirements that apply to specified N/SVQs. This will enable the SSC and awarding bodies to take account of the changing environment that faces the delivery of qualifications by providers and will be implemented either during a review of standards underpinning a sector qualification or when a qualification comes up for re-accreditation or renewal. Awarding bodies will undertake to keep the SSC informed of compliance with, and potential for variation of, the assessment strategy for relevant sector qualifications to ensure the quality assurance requirements are maintained.

Skillfast-UK will require awarding bodies delivering the sector's N/SVQs to participate in an Awarding Bodies' Forum. The Awarding Bodies' Forum will work to agree and establish common approaches to enhance quality control, reflecting the requirements of the sector as a whole, and of each sub-sector. The forum will meet annually as a minimum. The Forum will be used by the awarding bodies and Skillfast-UK to jointly develop guidance for the expert witness process.

## The assessment strategy

The strategy has four elements:

- ◆ external quality control of assessment
- ◆ aspects to be assessed through performance in the workplace
- ◆ workplace assessment/simulation
- ◆ occupational expertise of assessors, verifiers and expert witnesses

## External quality control of assessment

### Enhanced quality control

The internal and external verification of the assessment process will be provided through the following requirements which are in addition to any relevant Regulatory Authority's guidance:

- ◆ Awarding bodies will carry out statistical monitoring and risk rating of all centres. This requires awarding bodies to carry out data collection, analysis, risk assessment and action planning. Awarding bodies delivering the awards should provide adequate arrangements for fulfilling these requirements.

OR

- ◆ Awarding bodies will carry out 100% external verification of one key Unit in each qualification identified by the Standard Setting Body. This will cover the evidence assessed by each assessor involved in the assessment of the critical Unit over a twelve month period. This Unit will relate to the performance of a major work activity involving a manufacturing process.

The SSC identifies the key Unit for each qualification as: <sup>1</sup>HS1, *Health, safety and security at work*.

This is a shared Unit across each qualification; it is vital to occupational competence and will provide a standardised approach to the review of evidence. It has the potential to form the basis of induction programmes for new staff. The qualifications structure places all the other technical Units within a broad range of options to reflect the diversity of both manufacturing and product serving processes.

The rationale for selecting alternative quality control methods is to provide equally valid methods of ensuring enhanced quality control of the assessment process in a way which reflects the different assessment practices in the UK.

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<sup>1</sup> Draft Unit (June 2005)

# Principles of assessment

Skillfast-UK NOS are based on the need to demonstrate competence in the workplace. The workplace is defined as an environment in which candidates operate prescribed machinery, equipment, or processes under commercial operating conditions and control systems, after any training, induction or related probationary period has been completed. The workplace is the primary location for assessment, and therefore candidates are to be assessed under normal commercial operating conditions.

## Rationale for the expert witness role

Employers have demanded from Skillfast-UK that their experienced employees are used as expert witnesses as part of the assessment process. They maintain that they train their staff to the highest standards to ensure that they have a workforce capable of producing the desired goods and services to company production standards. The employers recognise the expertise of those staff with the relevant skills that contribute to the training of other staff, and also trust their ability to contribute substantially to the assessment process.

This is seen as a way of encouraging a greater take-up of qualifications, and potentially 'growing' assessors in the future. There is a huge pool of people who could be included in the assessment process, supported by assessors, to provide evidence.

**Whilst the expert witness will contribute to the assessment process by providing evidence, the assessor will have overarching responsibility for the assessment.**

It is intended that the expert witness will only be used in workplace assessment, and contribute to the assessment process. The use of the expert witness may be sufficient to confirm candidates' competence in their area of skill without further observation by the assessor.

## Simulation

Simulation is permitted in specific aspects of the standards relating to:

- ◆ performing health and safety operations where there could be major disruption to the work process or where events rarely occur
- ◆ activities which would be very costly to perform in terms of time, materials and equipment
- ◆ performing specific activities which would be considered non-routine under commercial working practices

The use of appropriate simulations must be agreed with the external verifier appointed by the awarding body prior to the simulation taking place and *should be*

*carried out within an agreed realistic working environment* where the following criteria will apply:

- ◆ the equivalent availability and types of facilities (ie machinery, equipment, materials, components and tools) as would be used in the workplace
- ◆ the equivalent production targets and timescales to meet customer and commercial requirements as would be set within the workplace
- ◆ the equivalent safety, health and environmental requirements as would be set out for the workplace in accordance with HSE and Environmental Agency guidelines

## **Sub-sectors**

Where there are specific sub-sector exceptions, these will be noted in the relevant annex for that sub-sector.

## **Candidate assessment**

The primary source of evidence will be from the observation of performance of the candidate in the workplace.

## **Supplementary evidence**

Skillfast-UK recognises the practical value of supplementary evidence to demonstrate to both the employer and assessor candidate competence. In particular witness testimony, sometimes referred to as expert witnesses within the sector. Such testimony can play an important role in contributing to workplace assessment and the assessor must take this evidence into consideration — where applicable — as part of their overall assessment strategy for observing competence.

## **Criteria for Assessors, Verifiers and Expert Witnesses**

The Skillfast-UK NOS are designed to be assessed by vocationally competent assessors in the workplace, and backed up by consistent internal and external verification through the work of the awarding bodies. The overall criteria set out below and any criteria specific to individual N/SVQs indicated in the Annexes will be kept under review by Skillfast-UK.

The awarding bodies will be requested to monitor the impact of these criteria on the quality of assessment.

# Occupational competence requirements of expert witnesses, assessors, internal verifiers and external verifiers

## Expert Witnesses

This innovation has been demanded by employers in the sector in order to engage existing, experienced staff more closely in the process of developing highly trained and qualified workforce. The intention is to enhance the quality of assessment by ‘lifting’ the witness testimony process giving greater credibility to their contribution to the assessment process.

*Who can be an expert witness?* Expert witnesses are individuals who, through qualification or time served practical experience, can *attest* to performance in the workplace, and are likely to be the candidate’s line manager and/or experienced colleagues from inside the candidate’s organisation.

*How will the expert witness be selected?* It is anticipated that initially the employer or manager will nominate the expert witnesses. The expert witness should be considered competent in the Unit that they will be witnessing by the assessor, and have a working knowledge of the National Occupational Standards for the Unit on which their testimony is based. The assessor or the internal verifier will be responsible for ensuring that the expert witness is properly briefed and supported.

In addition, it would be desirable for the expert witness to hold, or be working towards an appropriate Unit of competence in the assessment of workplace performance, preferably either A1 or L20.

*What part will the expert witness take in the assessment process?* Expert witnesses will provide evidence of competence of the candidate. The assessor will have overall and ultimate responsibility for the assessment of this evidence.

Where they are also involved in training, the differences in the roles of assessment and training should be clearly delineated by the assessor. The assessor should also be responsible for ensuring that the expert witness understands the NOS being assessed, and his/her role in the assessment process.

*How will the expert witness record evidence?* It is not intended to increase bureaucracy in assessment by introducing expert witnesses, rather to enhance the process, give support to assessors, and increase credibility with employers. It is anticipated that any documentation will be kept to its simplest format and be based on the relevant NOS. Questioning by the assessor is also likely to be a prime method of gathering evidence.

## **Assessors**

Assessors must be competent and able to do the job in the area in which they are assessing. The competence of the assessors is reviewed by the EV, and that decision will be based on CVs, etc presented to them.

The assessor is ultimately responsible for assessment of competence of the candidate.

It would be desirable for assessors to hold, or be working toward, appropriate technical qualifications in addition to assessor qualifications.

## **Internal verifiers**

All internal verifiers will have sufficient technical awareness of the units to be assessed to enable them to perform their role or have been working in the occupational area at the same level of competence. They should have experience and understanding of the area being assessed and knowledge of the assessment process reviewed and confirmed by the external verifier.

Sufficient technical awareness is defined as being able to demonstrate that they possess practical and up-to-date knowledge of current working practices appropriate to the sector in which they are carrying out verification practices based on direct practical experience.

It would be desirable for internal verifiers to hold, or be working toward, appropriate technical qualifications in addition to IV qualifications.

## **External verifiers**

External verifiers should have current personal occupational knowledge appropriate to the sector in which they are externally verifying sufficient to ensure that assessment and portfolio evidence are reliable.

Where there is a shortage of external verifiers from the sector, an EV from a different sectoral background can be used provided that they are supported by a person who has current personal occupational knowledge. The person from this sector may be in the process of being qualified as an EV.

All external verifiers will have a detailed knowledge of the award and must be fully conversant with the application of the National Occupational Standards. It would be desirable for external verifiers to hold or be working toward relevant EV qualifications.

**NOTE:** there will be an annex for each sub-sector where relevant, which will contain any conditions or exceptions relevant to that sub-sector.

## **Annex A: Man-made Fibres**

### **1 Mandatory use of evidence from workplace performance**

On each of the Process Operations — Man-made Fibres elements and each of the imported Combined Working Practices elements (including the imported ECSs), there is a statement of the requirement for Performance Evidence to be gathered. Observation of workplace performance and the evaluation of products arising naturally from work activities are the expected methods of gathering Performance Evidence against Process Operations — Man-made Fibres and imported Combined Working Practices Units.

In relation to rare occurrences and contingency situations, there may be value in making use of historical evidence of a candidate's workplace performance. Wherever historical evidence is used, the body of evidence overall must be such as to demonstrate the candidate's current competence.

In general, and certainly in relation to routine events and occurrences, it is a requirement that all Performance Evidence be gained from normal work activities undertaken in commercially active production environments, for all candidates. Evidence from activities and locations away from the workplace should not be considered to be relevant or acceptable, except for those conditions outlined below. This requirement extends to each element of all the imported Units from Combined Working Practices.

### **2 Use and design of simulation**

The use of high quality, realistic simulations, which impose pressures which are consistent with workplace expectations, should only be used in relation to the assessment of the following:

- ◆ rare or dangerous occurrences, such as those associated with health, safety and environmental issues, emergency scenarios and rare operations at work
- ◆ the response to faults and problems for which no opportunity has presented for the use of naturally occurring workplace evidence of candidate competence
- ◆ aspects of working relationships and communications for which no opportunity has presented for the use of naturally occurring workplace evidence of candidate competence

Simulations (where allowed) should be designed in relation to the following parameters:

- ◆ they should be undertaken within the working environment wherever possible. Where a genuine working environment is not accessible for any reason, the environment in which simulations take place must be designed to match the physical characteristics of an operational processing environment
- ◆ simulations which are designed to assess competence in dealing with emergencies, accidents and incidents must be verified as complying with relevant health, safety and environmental legislation by a competent health and safety/environmental control officer before being used

- ◆ simulated activities should place candidates under the same pressures of time, access to resources and access to information as would be expected if the activity were real
- ◆ simulated activities should require candidates to demonstrate their competence using real plant and equipment
- ◆ simulated activities which require interaction with colleagues and contacts should require the candidate to use the communication media that would be expected at work
- ◆ simulations need not involve the use of genuine materials. Any simulations which require the candidate to handle or otherwise deal with materials should ensure that the ‘dummy’ materials take the same form as the real thing, eg using water to mimic liquid spillage; using sand to mimic powder spillage.

### **3 Approach to External Quality Control**

The recommended approach to external quality control consists of either of the following options:

#### **a Enhancement of the external verification system**

This ensures that a consistent level and focus of external verification activity is maintained. The following parameters should be maintained:

- ◆ Each active centre is subject to a minimum of two external verification interventions in each approval year (twelve months period). Interventions may take the form of visits and/or other forms of audit of centre practice.
- ◆ The annual programme of external verification interventions is designed to cover the following:
  - interviews with the centre co-ordinator, and examination of centre records, resources, management systems and candidate support procedures
  - interviews with a selected sample of candidates and examination of their
  - portfolios to ensure completeness and the validity of the evidence put forward
  - interviews with a selected sample of assessors and evaluation of their occupational competence, their application of appropriate assessment methods and the reliability of their decision-making
  - interviews with a selected sample of internal verifiers and evaluation of their occupational competence and the rigour of their practice in internal verification
  - the dissemination of best practice in all aspects of centre operation, as identified by the specific awarding body and/or the Awarding Body Forum for Process Operations — Man-made Fibres
  - assessment of the centre’s status in relation to the factors specified in the agreed risk rating system
  - prompt and effective action in line with the risk assessment strategy in response to centres where unacceptable risks are identified; this could

include the centre being subject to an additional external verification visit conducted at short notice

- on-going action planning and review of progress on any actions, in relation to any aspect of centre approval, outstanding from previous interventions
- a critical mandatory Unit is sampled at all external verification interventions. This is *Unit HSI Health, Safety and Security in the Workplace*

**b The introduction of a common approach to statistical monitoring and risk analysis**

Statistical monitoring and the use of a common risk rating system is a means of identifying, over time, centres, assessors and/or internal and external verifiers whose practice differs from expected patterns. The Awarding Body Forum for Process Operations — Man-made Fibres will work to establish and agree common approaches in these areas and should monitor their implementation at its meetings.

# Appendix 3:

## Evidence requirements

### HS1 Health, Safety and Security at Work

In this Unit the candidate will require to carry out the collection and delivery of items from the customer with knowledge of the following:

- ◆ show where alarms, emergency exits, escape routes, emergency equipment and assembly points are located
- ◆ know what alarms sound like, and evacuation procedures
- ◆ know what hazardous substances are used in the workplace and methods of making safe or reducing their danger in the event of an accident
- ◆ show how to handle and store hazardous substances
- ◆ know what the most likely accidents and emergencies in the workplace are and know how to deal with them
- ◆ know how to shut down the plant in the event of an emergency
- ◆ know how to monitor the workplace for hazards and risk assessments of the workplace

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. Simulation will be allowed in certain parts of this Unit. The minimum requirements are observing the candidate over the whole Unit.

### LDC1 Collect and Deliver Laundered and Cleaned Items to Customers

In this Unit the candidate will require to carry out the collection and delivery of items from the customer with knowledge of the following:

- ◆ know the correct procedure for loading the vehicle safely
- ◆ show the correct handling of clean items to prevent cross contamination
- ◆ delivering items to an agreed point and time, obtaining the correct paperwork and the safe handling of any monies
- ◆ show how the loading of soiled items is handled in the vehicle, and how the clean and dirty are kept separate
- ◆ delivering soiled items to the correct place in the laundry
- ◆ know the correct manual handling procedures are maintained

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over at least two deliveries and uplift. The machinery requirements are a suitable vehicle.

## **LDC2 Looking After the Customer**

In this Unit the candidate will require to look after the customer needs with knowledge of the following:

- ◆ treating the customer politely, finding out what they require, dealing with complaints
- ◆ know how to check that the items are suitable for cleaning, deal with stains/soiling, deal with trims and accessories
- ◆ show the know how to deal with customers who have damaged items, and customers whose items have not cleaned correctly
- ◆ know what the care label instructions mean, attaching identification tags, passing on to the next stage of the laundry
- ◆ know how to process any payments from customers.

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over at least two customers.

## **LDC3 Classify Items and Make Up Loads for Cleaning**

In this Unit the candidate will require to prepare items and make up loads for cleaning using the following:

- ◆ show how to sort the items by staining and soiling degrees, ie light, medium and heavy
- ◆ show how to sort by material/fabric type taking care not to mix the fabrics for the wash process, and taking note of the care label instructions
- ◆ show all loads have to be weighed so that the machines are loaded as per the manufacturer's instructions and the material types being washed
- ◆ know what to do if an excessively soiled load of items come into the laundry
- ◆ know how to check that all the equipment is in good repair

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The only machine involved in this Unit is the weigh machine for loads. The machinery requirements are a dry cleaning machine.

## **LDC4 Carry Out the Washing Process**

In this Unit the candidate will require to carry out the wash process using a washer extractor with knowledge of the following:

- ◆ checking the machine safety features prior to starting work
- ◆ know what the common faults are that occur in the day-to-day running of the machine, and how to stop the machine if this happens
- ◆ know what chemicals and additives are used and in which part of the process they are used, and what the consequences are of mixing or using the wrong chemical in the wash
- ◆ understand what the care labels mean for the wash process and know what wash process to use for different fabrics and materials
- ◆ know how the complete wash programme works and knows what is happening at each stage of the programme, this includes temperature, dip levels and correct weight loading
- ◆ know how to check the load has been classified correctly, the correct programme selected for washing, the load has been washed correctly and show how to deal with items that have not been washed satisfactorily
- ◆ show what the different programmes are on the machine and know what type of material they would use them for
- ◆ show they know how to use the machine correctly
- ◆ know how to unload the machine and pass on to the next stage

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit.

The minimum requirements are observing the candidate over two washing loads in the machine of different types. The machinery requirements are a washer extractor of any size.

## **LDC5 Clean Items by Continuous Batch Washing Process**

In this Unit the candidate will require to carry out the wash process using a CBW with knowledge of the following:

- ◆ Checking the machine safety features prior to starting work
- ◆ Know what the common faults are that occur in the day-to-day running of the machine, and how to stop the machine if this happens
- ◆ Know what chemicals and additives are used and in which part of the process they are used, and what the consequences are of mixing or using the wrong chemical in the wash
- ◆ Know what each compartment of the CBW does and at what stage in the process they relate to
- ◆ Know how the machine loads and unloads

- ◆ Know what the safe entry procedure is for your CBW
- ◆ Show what the different programmes are on the machine and know what type of material they would use them for
- ◆ Show they know how to use the machine correctly
- ◆ Know how the complete wash programme works and knows what is happening at each stage of the programme, this includes temperature, dip levels and correct weight loading
- ◆ Know how the press works and that the items move to the next stage

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over at least two cycles of the CBW. The machinery requirements are a CBW of any size.

## **LDC6 Process Cabinet Roller Towels in One Stage**

In this Unit the candidate will require to carry out the wash process for processing cabinet roller towels with knowledge of the following:

- ◆ checking the machine safety features prior to starting work
- ◆ know what the common faults are that occur in the day-to-day running of the machine, and how to stop the machine if this happens
- ◆ know what chemicals and additives are used and in which part of the process they are used, and what the consequences are of mixing or using the wrong chemical in the wash
- ◆ know how the complete wash programme works and know what is happening at each stage of the programme, this includes temperature, dip levels and correct weight loading
- ◆ know how to check the towels have been prepared correctly, the correct programme selected for washing, the towels have been washed correctly and show how to deal with towels that have not been washed satisfactory
- ◆ show what the different programmes are on the machine and know what type of material they would use them for
- ◆ show they know how to use the machine correctly
- ◆ know how to unload the machine and pass on to the next stage

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over two washing loads in the machine. The machinery requirements are a washer of any size.

## **LDC7 Tumble-dry Items**

In this Unit the candidate will require to carry out the tumble-drying process for work coming from a washer with knowledge of the following:

- ◆ checking the machine safety features prior to starting work
- ◆ know what the common faults are that occur in the day-to-day running of the machine, and how to stop the machine if this happens
- ◆ show what the different programmes are on the machine and know what type of material they would use them for
- ◆ know the drying requirements of at least three different fabrics/materials
- ◆ understand how different fabrics/materials react in the tumble-dryer
- ◆ know what spontaneous combustion is and how to prevent this from occurring
- ◆ know how the tumble-drying process works
- ◆ know the hazards associated with the tumble-drying process
- ◆ know what the care label instructions mean for the tumble-drying process

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over two drying loads of differing fabrics/materials in the machine. The machinery requirements are a tumble dryer of any size.

## **LDC8 Press and Finish Items Following Laundry**

In this Unit the candidate will require to carry out the pressing of items using any of the following machines, rotary press, scissor press, iron or rotary iron, for work coming from a washer or dryer, with knowledge of the following:

- ◆ checking the machine safety features prior to starting work
- ◆ know what the common faults are that occur in the day-to-day running of the machine, and how to stop the machine if this happens
- ◆ know what the moisture content should be for the different fabrics/materials to achieve the best finish, and know the consequences of too much or too little moisture content in the fabric
- ◆ know what the different fabrics/materials are and how they react to pressing
- ◆ know what the correct steam pressure is for the finishing equipment being used
- ◆ know what faults can occur to different fabrics/materials in this process and how to counteract these
- ◆ know how the finishing process works
- ◆ know the hazards associated with the finishing process
- ◆ know what the care label instructions mean for the finishing process

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over the

finishing of differing fabrics/materials, for at least an hour. The machinery requirements are finishing equipment of any size as stated above.

## **LDC9 Process Flat Work Through Calenders**

In this Unit the candidate will require to carry out the calendering process for flat work with knowledge of the following:

- ◆ know the hazards associated with a calender
- ◆ know the services required to make the machine work
- ◆ know the speeds and settings for different classifications, fibre types and weights
- ◆ know what faults can occur to different fabrics/materials in this process and how to counteract these
- ◆ checking the machine safety features prior to starting work
- ◆ know what the common faults are that occur in the day-to-day running of the machine, and how to stop the machine if this happens
- ◆ know what the care label instructions mean for the finishing process
- ◆ know how the calendering process works

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over the finishing of differing fabrics/materials, for at least an hour. The machinery requirements are calendering equipment of any size.

## **LDC10 Dry-finish and Inspect Garments Using a Tunnel Finisher**

In this Unit the candidate will require to carry out the tunnel finishing process for items with knowledge of the following:

- ◆ checking the machine safety features prior to starting work
- ◆ know what the common faults are that occur in the day-to-day running of the machine, and how to stop the machine if this happens
- ◆ know what faults can occur to different fabrics/materials in this process and how to counteract these
- ◆ know how the finishing process works
- ◆ know the hazards associated with the finishing process
- ◆ know how faults in the process affect garment conditions and how to identify faults
- ◆ know what the care label instructions mean for the finishing process
- ◆ know what fire hazards are presented by garments falling inside the tunnel finisher

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over the finishing of differing fabrics/materials, for at least an hour. The machinery requirements are tunnel finishing equipment of any size.

### **LDC11 Form-Finish and Inspect Garments Using Steam/Air**

In this Unit the candidate will require to carry out the finishing process for items with knowledge of the following:

- ◆ checking the machine safety features prior to starting work
- ◆ know what the common faults are that occur in the day-to-day running of the machine, and how to stop the machine if this happens
- ◆ know what the moisture content should be for the different fabrics/materials to achieve the best finish, and know the consequences of too much or too little moisture content in the fabric
- ◆ know what the different fabrics/materials are and how they react to pressing
- ◆ know what the correct steam pressure is for the finishing equipment being used
- ◆ know what faults can occur to different fabrics/materials in this process and how to counteract these
- ◆ know how the finishing process works
- ◆ know the hazards associated with the finishing process
- ◆ know what the care label instructions mean for the finishing process

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over the finishing of differing fabrics/materials, for at least an hour. The machinery requirements are finishing equipment of any size.

### **LDC16 Repair, Alter and Maintain Fabrics and Materials**

In this Unit the candidate will require to repair and maintain items with knowledge of the following:

- ◆ checking the machine safety features prior to starting work
- ◆ know what the common faults are that occur in the day-to-day running of the machine, and how to stop the machine if this happens
- ◆ know how to repair items using methods appropriate to the damage sustained and the type of fabric
- ◆ show how to alter garments according to customers requirements
- ◆ know how the sewing/repair process works
- ◆ know the hazards associated with the sewing/repair process
- ◆ know what the care label instructions mean for the sewing/repair process

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate over at least two customers' repairs/alterations. The machinery requirements are suitable sewing machine and repair equipment.

### **LDC17 Inspect and Prepare Laundered and Cleaned Items for Dispatch**

In this Unit the candidate will require to inspect items coming from the main laundry process checking the following:

- ◆ that the item has been washed correctly and has no soiling or staining
- ◆ that the item is folded as per the customer's instructions
- ◆ that the item is not creased
- ◆ show that they know what the acceptable quality level is for the items being inspected.
- ◆ show that they know how to make a customer's order whilst maintaining the level of quality
- ◆ show that they know how to use any packaging machinery and understand any problems that they may encounter in this task, ie packing damp items causing mildew

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate make up two customers orders.

### **LDC18 Select Stock Items and Assemble Orders for Delivery to Individual Customers as Part of the Laundry and Cleaning Service**

In this Unit the candidate will require to assemble, pack and dispatch orders to customers using the following:

- ◆ know the method used for assembling and packing orders that will minimise the risk of damage to stock on receipt by the customer and be cost effective
- ◆ know the methods for updating stock control information
- ◆ complete order documentation accurately and legibly, forwarding to the appropriate department on time
- ◆ show clear labelling and marking on customers' orders for the destination

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate make up two customer orders.

## **LDC19 Place Goods and Materials into Storage to Support Laundry and Dry Cleaning Services**

In this Unit the candidate will require to place goods in storage using the following:

- ◆ know the types of goods and materials
- ◆ know the criteria for assessing the suitable locations for storage, bearing in mind the quality to be maintained
- ◆ know the storage requirements for the range and types of goods to be stored, and where information can be gained
- ◆ show what defects can arise and how to deal with them
- ◆ know the costs associated with damaged goods and materials and why it is important that these are reported immediately
- ◆ know the procedures to adopt when the designated location is not available

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate take two sets of goods into storage.

## **LDC20 Receive and Verify Goods and Materials Going into Storage for Laundry and Dry Cleaning Services**

In this Unit the candidate will require to prepare to receive goods and materials and accept goods and materials for storage using the following:

- ◆ know what good housekeeping practices are and the consequences of not carrying them out
- ◆ know how to handle and access equipment using the appropriate methods
- ◆ show how to stock control items
- ◆ know what are acceptable reasons for not accepting goods into the store
- ◆ know how to accept goods into store and what documentation comes with this, and what are the consequences of incorrect documentation

These tasks will be observed by the candidate's practical and knowledge evidence of the Unit. The minimum requirements are observing the candidate take in two sets of goods in to storage.

**In all of these Units, written statements from qualified people are acceptable, and in some cases simulation is allowed.**

**In all the Units, the candidates will have to show knowledge of the relevant Health & Safety at Work Act and COSHH.**

# Laundry N/SVQs

## 1 N/SVQ level 2 Laundry Operations

This N/SVQ would be appropriate for laundry operatives.

The following Units are required for an N/SVQ in this area:

### **Mandatory Units:**

- HS1 Health, Safety and Security at Work
- LDC3 Classifying Items and Make up Loads for Cleaning
- LDC17 Inspect and Dispatch Laundered and Cleaned Items

### **Plus ONE Unit from the following:**

#### ***Option Group 1***

- LDC4 Carry Out the Washing Process
- LDC5 Clean Items by the Continuous Batch Washing Process
- LDC6 Process Cabinet Roller Towels in one Stage

### **Plus ONE Unit from the following:**

#### ***Option group 2***

- LDC7 Tumble-dry Items
- LDC8 Press and Finish Items Following Laundry
- LDC9 Process Flat Work Through Calenders
- LDC10 Dry-finish and Inspect Garments Using a Tunnel Finisher
- LDC11 Form-finish and Inspect Garments Using Steam and/or Air

**Total = 5 Units**

## 2 N/SVQ level 2 Laundry: Support Services

This N/SVQ would be appropriate for laundry assistants, those who work in repair and alterations, and dispatch and delivery. See attached matrix for an indication of which Units are likely to be relevant for job areas.

The following Units are required for an N/SVQ in this area:

### **Mandatory Unit:**

HS1 Health, safety and Security at Work

### **Plus any FOUR Units from the following:**

LDC1 Collect and Deliver Laundered and Cleaned Items to Customers

LDC2 Look After the Customer

LDC16 Repair, Alter and Maintain Fabrics and Materials

LDC17 Inspect and Prepare Laundered and Cleaned Items for Dispatch

LDC18 Select Stock Items and Assemble Orders for Delivery to Individual Customers as Part of the Laundry and Cleaning Service

LDC19 Place Goods and Materials in Storage to Support Laundry and Dry Cleaning Services

LDC20 Receive and Verify Goods and Materials Going into Storage for Laundry and Dry Cleaning Services

**Total = 5 Units**

Unit	Laundry				
HS1	Health, Safety and Security at Work	X	X	X	X
LDC1	Collect and Deliver Laundered and Cleaned Items to Customers			X	
LDC2	Looking After the Customer		X	X	X
LDC3	Classify Items and Make Up Loads for Cleaning	X			
LDC4	Carry Out the Washing Process	X			
LDC5	Clean Items by the Continuous Batch Washing Processes	X			
LDC6	Process Cabinet Roller Towels in One Stage	X			
LDC7	Tumble-dry Items	X			
LDC8	Press and Finish Items Following Laundry	X			
LDC9	Process Flat Work Through Calenders	X			
LDC10	Dry-finish and Inspect Garments Using a Tunnel Finisher	X			
LDC11	Form-Finish and Inspect Garments Using Steam Air	X			
LDC16	Repair, Alter and Maintain Fabrics and Materials		X		
LDC17	Inspect and Prepare Laundered and Cleaned Items for Dispatch	X			X
LDC18	Select Stock Items and Assemble Orders for Delivery to Individual Customers as Part of the Laundry and Cleaning Service		X	X	X
LDC19	Place Goods and Materials into Storage to Support Laundry and Dry Cleaning Services		X	X	X
LDC20	Receive and Verify Goods and Materials Going into Storage for Laundry and Dry Cleaning Services		X	X	X