

**Assessment Strategy**

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| **Qualification Title(s)** | Diploma in Driving Goods Vehicles at SCQF Level 6 |
| **Developed by** | SDS |
| **Approved by ACG** | 10 April 2024 |
| **Version** | 1 |

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**Specific Assessment Strategy Appendix - Driving Goods Vehicles**

at SCQF Level 6

Produced by: Skills Development Scotland

Approved by: Accreditation Coordination Group

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# 1. Purpose and use

This document is an appendix to the Overarching Assessment Strategy for competence-based qualifications. This sets out the requirements that are specific to assessment of the qualifications specified and covers the arrangements for the use of simulation and guidance on unit assessment for Driving Goods Vehicles at SCQF Level 6.

The purpose of this appendix is to provide awarding bodies with an appropriate and consistent approach to assessment, contextualised and exemplified for driving goods vehicles. It should be used as the basis for developing and defining evidence requirements and assessment methods for the qualifications.

The Driving Goods Vehicles Apprenticeship at SCQF Level 6 is designed to recognise the competence of goods vehicles drivers. The qualification requires that the learner is employed in a relevant driving role and that workplace learning is aligned to, and assessed against, the performance requirements, knowledge and understanding requirements, and the meta-skills set out.

Workplace learning is a partnership between learner, employer and learning provider and all learners must have the support of an employer in undertaking these qualifications.

# 2. Generic requirements

## 2.1 Quality assurance requirements

These qualifications are quality assured as set out in the Overarching Assessment Strategy for competence-based qualifications section 2.

### Workplace assessment

*This outlines the guidance for assessing performance in the workplace.* *To be used in addition to the Overarching Assessment Strategy for competence-based qualifications. In the area of driving goods vehicles, the following applies:*

The Driving Goods Vehicles qualification will be delivered and assessed in the workplace. This is a real working environment that reflects typical occupational conditions that are relevant to the work activities being assessed.

This qualification is designed to recognise competence in the application of driving a goods vehicle.

This requires that learners are engaged in a relevant role and that work-based learning is aligned to, and assessed against, qualification unit performance requirements and knowledge and understanding requirements. This is the primary method by which learners develop and evidence the performance, knowledge and understanding requirements and meta-skills set out in these qualifications.

*The assessment of the units can be carried out in any class of goods vehicle.*

Work-based learning is a partnership between the learner, the employer and the learning provider. All learners must have the support of an employer in undertaking the qualifications.

The Overarching Assessment Strategy identifies sources of evidence of learner competence. In addition, for the assessment of driving goods vehicles qualifications, suitable types of evidence have been identified. These are listed in section 4 of this Assessment Strategy.

There are no further requirements specific to this qualification.

## 2.2 Occupational expertise and qualification requirements for those assessing or undertaking quality assurance of assessment.

The requirements of assessors, internal verifiers and external verifiers are set out in section 2.2 of the Overarching Assessment Strategy for competence-based qualifications. Specific criteria for the assessment and verification of Driving Goods Vehicles are outlined below:

**Assessors**

In the case of the qualification Driving Goods Vehicles assessors must hold a Driving Licence with the entitlement needed to drive the vehicle on which the assessment is being undertaken. Assessors must also satisfy the external verifier that they are occupationally competent in the employment context in which assessment is undertaken. When assessment takes place in the context of the movement or handling of dangerous goods the assessor must hold a current ADR certificate.

**Internal Verifiers**

In the case of the qualification Driving Goods Vehicles internal verifiers must have a working knowledge of the DVLA Driving Licence regulations relating to the candidate and the vehicle on which the assessment is being undertaken. When assessment takes place in the context of the management, movement or handling of dangerous goods the internal verifier must have a working knowledge of ADR certification and the risks associated with the transport of dangerous goods.

**External Verifiers**

When assessment takes place in the context of the handling of dangerous goods the external verifier must have a working knowledge of ADR certification and the risks associated with the transport of dangerous goods.

## 2.3 Workplace Assessment

*This outlines the guidance for assessing performance in the workplace.* *To be used in addition to the Overarching Assessment Strategy for competence-based qualifications. In the area of Driving Goods Vehicles, the following applies:*

The Driving Goods Vehicles qualifications will be delivered and assessed in the workplace *and can be carried out in any class of goods vehicle.* The workplace is the environment in which learners will routinely be engaged in driving goods vehicles and associated tasks to support their own organisation in delivering quality logistics services to their customers. This qualification is designed to recognise competence in the application of driving skills and associated tasks.

This requires that learners are engaged in a relevant driving role and that work-based learning is aligned to, and assessed against, qualification unit performance requirements and knowledge and understanding requirements. This is the primary method by which learners develop and evidence the performance, knowledge and understanding requirements and meta-skills set out in these qualifications.

Work-based learning is a partnership between the learner, the employer, and the learning provider. All learners must have the support of an employer in undertaking the qualification.

The Overarching Assessment Strategy identifies sources of evidence of learner competence. In addition, for the assessment of Driving Goods Vehicles qualifications, suitable types of evidence have been identified. These are listed in section 4 of this Assessment Strategy.

There are no further requirements specific to these qualifications.

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## 2.4 Holistic Assessment

Holistic approaches to assessment are encouraged to provide an integrated rather than fragmented approach to assessment as well as to reduce duplication and the overall assessment burden on the learner and assessor. A single assessment can be used to evidence several performance requirements rather than the process of finding separate evidence for each performance requirement or assessment criteria. The following units provide examples of where holistic approaches to assessment could be taken:

* Driving Goods Vehicles is likely to provide assessment opportunities for the unit Applying use of Technology in Logistics Operations
* Collecting and delivering loads is likely to provide assessment opportunities for Loading goods vehicles
* Preparing goods vehicles for driving is likely to provide assessment opportunities for Maintaining health, safety and security

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## 2.5 Simulation in a realistic working environment

Simulation guidance is set out in section 2.1.3 of the Overarching Assessment Strategy. Where simulation is permitted assessment must be conducted in a realistic working environment, under conditions which replicate those of the workplace, and assessors must ensure that competence is fully transferable to the workplace.

The performance requirements set out in this qualification describe those aspects of the role which are routinely performed. Therefore, only minimal simulation of assessment is permitted in this qualification as learners need to demonstrate they can perform consistently in the workplace over a period of time.

**The following table indicates the units and performance requirements where simulation is permitted:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Developer Code** | **Unit Title** | **Mandatory/Optional or Additional** | **Permissible for simulation and rationale** |
| **Driving Goods Vehicles at SCQF Level 6 (TBC)** | | | |
|  |  |  |  |
| SDS0477 | Preparing goods vehicles for driving | M | No simulation |
| SDS0476 | Loading goods vehicles | O | No simulation |
| SDS0478 | Unloading goods vehicles | O | No simulation |
| SDS0474 | Coupling and uncoupling goods vehicle trailers | O | No simulation |
| SDS0475 | Driving goods vehicles | M | No simulation |
| SDS0473 | Collecting and delivering loads | M | Performance requirement 8 & 9, as may not occur naturally |
| US0203 | Maintaining health, safety and security | M | No simulation |
| SDS0282 | Developing and maintaining working relationships | M | No simulation |
| US0194 | Developing Meta-skills and personal practice | M | No simulation |
| SFLL039 | Applying use of technology in logistics operations | M | No simulation |

# 2.6 Additional assessment guidance for specific units

There are opportunities for centres to run remote online tests for example multiple choice or short answer tests. In these instances, centres must ensure that robust remote invigilation is in place, to ensure a standard quality assured method of assessment.

Awarding bodies must have robust quality assurance systems in place to ensure that any remote assessment, results in valid, reliable and authentic outcomes.

The Awarding Body should have guidance available for centres on remote assessment and invigilation.

**Unit SDS0475: Driving goods vehicles**

## The assessor must check that the learner is legally able to operate the equipment being used before assessment.

## 3. Meta-skills

A key aspect of the Driving Goods Vehicles qualification is that learners develop the range of meta-skills as identified in the Overarching Assessment Strategy (section 3).

The unit Developing Meta-skills and Personal Practice is included in the driving goods vehicle qualification. This specifically requires learners to be able to achieve the following learning outcome:

* To develop meta-skills and personal practice through reflective practice, goal setting and active learning to improve own performance in line with organisational requirements.

It is intended that the assessment of this unit will draw holistically on the assessment and evidence from the other units within the qualifications as learners carry out their normal day to day work activities, solve problems and work with others to achieve their objectives.

The process of self-assessment, reflection and evaluation of practice are central to the development of an individuals’ job specific skills and their meta-skills. This involves learners taking ownership of their learning by reviewing their work and reflecting on their progress. Accordingly, most organisational performance management processes involve setting clear, objectives, agreeing development activities, conducting regular progress reviews and feedback. This enables evidence of the development of individuals job specific skills and meta-skills to be generated naturally as part of the performance management process.

In summary, the meta-skills unit is integrated with the other units of the qualification rather than being viewed as a standalone unit The associated performance requirements and knowledge and understanding requirements are generated through the other units and assessed through the performance management process.

Furthermore, assessment of the meta skills should focus on the nature and quality of the self-reflective practices and self-evaluation activities being undertaken, rather than the achievement of specific meta-skills. However, supporting evidence that examples the meta-skills development referred to in the self-reflective and self-evaluation practices should be provided.

Section 3 of the Overarching Assessment Strategy provides guidance on the assessment of meta-skills to be used in conjunction with this Assessment Strategy appendix. The tools and approaches referred to in the Overarching Assessment Strategy are for guidance, therefore flexible approaches may be used to adapted to ensure assessment is relevant to individuals working in different organisations.

The following Meta-skills were identified in the context of each unit by employees working as goods vehicles drivers. These examples are not exhaustive, merely provided to help learners to understand the meaning of meta-skills context.

**Managing yourself**

A clear focus is required to work carefully and correctly and to avoid distraction, it’s essential for carrying out complex tasks, and critical when using dangerous equipment or machinery; integrity,being honest and trustworthy, is essential for open and honest analysis of failures, or when challenging an issue with colleagues or managers; adapting is essential when responding to things that don’t work as initially planned; and initiative is required when faced with unclear instructions or when colleagues are unavailable.

**Connecting with others**

Communicating clearly and concisely is key when circumstances are changing – either for customers or for co-workers; feeling creates awareness of the emotions of both learner and others and helps in adapting or responding to new situations or surroundings; collaboration**,** working effectively with colleagues to get a job done to standard and on time is key for complex tasks or when faced by technical problems; and skills in leading are often developed through helping and directing newer colleagues or others.

**Interacting with change**

Curiosityhelps with learning new things and better ways of doing things; creativity helps produce solutions to new problems that will benefit customers and employers; interpreting complex instructions and breaking down tasks into simpler, manageable steps are common examples of sense making; and critical thinking is key to coming up with solutions when fault finding.

**4. Methods of assessment**

Learners are expected to demonstrate to the assessor that they have met the performance requirements and knowledge and understanding requirements of this qualification and are competent in the Driving Goods Vehicle role. Learners will provide evidence of their competence in the workplace, and this will be assessed by qualified and experienced staff within an awarding body approved centre.

A range of assessment methods have been identified during the design of the Driving Goods Vehicle qualification at SCQF Level 6. Learners are expected to provide evidence of meeting all the knowledge and understanding and performance requirements required to demonstrate that they are competent in the workplace. It is important for learners to recognise how they have developed skills and understanding along the way, and where these still need to be developed.  The following methods have been identified as particularly suitable for the Driving Goods Vehicle qualification.

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| **Unit** | **Assessment Methods** | **Examples** |
| Preparing goods vehicles for driving | Direct observation of work  Questioning  Professional discussion  Work products | Direct observation of work is useful to demonstrate performance. For example, is able to check the goods vehicle systems, controls and instruments are working. |
| Driving goods vehicles | Direct observation of work  Questioning  Work products | Verbal questioning is useful to confirm knowledge and understanding where it is not apparent from performance, draw out knowledge and understanding during an observation, address gaps in knowledge and understanding, and to authenticate evidence by asking learners to explain part of the evidence and/or describe the process of producing it. For example, is able to identify and respond to risks and hazards on public roads and surrounding areas. |
| Collecting and delivering loads | Questioning  Scenarios  Simulation  Professional discussion  Direct observation of work  Work products | Designed to provide opportunities for exercising problem solving and decision-making skills. Can also be used as evidence of performance e.g., simulation of completing real work activities and processes in a safe environment, only **i**n units where this is permitted See section 2.5 above and see section 2.1 of Overarching Assessment Strategy regarding simulation in a realistic work environment. |
| Maintaining health, safety and security | Direct observation of work  Questioning  Professional discussion  Work products | As a planned two-way discussion between the assessor and learner this is particularly useful for assessing more complex knowledge and filling in gaps and for situations that are more nuanced e.g., recording and reporting health, safety and security information. |
| Apply the use of technology in logistics operations | Direct observation of work  Questioning  Work products | Direct observation of work is useful to demonstrate performance. For example, inserting drivers cards to goods vehicle. |
| Loading goods vehicles | Direct observation of work  Questioning  Work products | Verbal questioning is useful to confirm knowledge and understanding where it is not apparent from performance, draw out knowledge and understanding during an observation, address gaps in knowledge and understanding, and to authenticate evidence by asking learners to explain part of the evidence and/or describe the process of producing it. For example, demonstrates how they calculate gross and axle weights prior to accepting loads. |
| Unloading goods vehicles | Direct observation of work  Questioning  Work products | Questioning can be used to support evidence of knowledge and understanding requirements for this unit. As a planned 2-way discussion between the assessor and learner this is particularly useful for assessing more complex knowledge and filling in gaps and for situations that are more nuanced, e.g., the importance of maintaining a balanced weight distribution while unloading the goods vehicle. |
| Coupling and uncoupling goods vehicle trailers | Direct observation of work  Questioning  Work products | Direct observation of work is useful to demonstrate performance. For example, checking goods vehicles and trailers compatibility for coupling. |
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