

Pearson Edexcel Level 2 NVQ Certificate in Fitted Interiors (Construction)

Specification

Competence-based qualification

For first registration August 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 2 NVQ Certificate in Fitted Interiors (Construction) (QCF)

The QN remains the same.

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All information in this specification is correct at time of going to publication.

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Summary of Pearson Edexcel Level 2 NVQ Certificate in Fitted Interiors (Construction) specification Issue 2 changes

| Summary of changes made between previous issue and this current issue | Page number |
|---|-------------|
| All references to QCF have been removed throughout the specification | |
| Definition of TQT added | 1 |
| Definition of sizes of qualifications aligned to TQT | 2 |
| TQT value added | 6 |
| Guided learning definition updated | 11 |
| QCF references removed from unit titles and unit levels in all units | 15-39 |

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification. Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number. TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Fitted Interiors (Construction):

| Qualification title | Qualification Number (QN) | Accreditation start date |
|--|----------------------------------|---------------------------------|
| Pearson Edexcel Level 2 NVQ Certificate in Fitted Interiors (Construction) | 600/4009/9 | 01/08/2010 |

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learner's final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 2 NVQ Certificate in Fitted Interiors (Construction)

This qualification:

- is nationally recognised
- is based on the ConstructionSkills National Occupational Standards (NOS). The NOS, Assessment Requirements/strategy and qualification structure(s) are owned by ConstructionSkills.

The Pearson Edexcel Level 2 NVQ Certificate in Fitted Interiors (Construction) has been approved as a component for the ConstructionSkills Apprenticeship framework.

What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and built environment sector working across a broad range of areas. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

What are the benefits of this qualification to the learner and employer?

This qualification allow learners to demonstrate competence against National Occupational Standards which are based on the needs of the construction industry as defined by ConstructionSkills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector. The qualification may contribute towards the competence element of an Apprenticeship.

What are the potential job roles for those working towards this qualification?

- Construction operative
- Plumber.

What progression opportunities are available to learners who achieve this qualification?

This qualification allows learners to demonstrate competence in fitting interiors at a level required by the construction and built environment industry. Learners can progress across the level and size of the construction and built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Certificate in Fitted Interiors (Construction)?

Individual units can be found in the *Units* section. The level and credit value are given on the first page of each unit.

The Total Qualification Time (TQT) for this qualification is 350.

The Guided Learning hours for this qualification are 117.

Learners must complete all mandatory units in Group A (a total of 35 credits).

Learners may take further units from Group B although these are not required in order to achieve this qualification.

A – Mandatory units

Learners must complete all units in Group A.

Credit value required: minimum 35.

F/600/7138 – Conforming to general safety in the workplace

J/600/7139 – Conforming to efficient working practices in the workplace

J/600/7142 – Moving and handling resources in the workplace

J/600/7478 – Installing fitted furniture in the workplace

B – Additional units

Learners may take additional units from Group B although they are not required in order to achieve this qualification.

R/600/7483 – Installing basic plumbing in the workplace

How is this qualification graded and assessed?

The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace, or
- in conditions resembling the workplace, as specified in the Assessment Requirements/Strategy for the sector, or
- as part of a training programme.

Assessment Requirements/Strategy

The Assessment Requirements/Strategy for this qualification will be placed on the Pearson website (qualifications.pearson.com). It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

| | |
|-------------------|---|
| Valid | relevant to the standards for which competence is claimed |
| Authentic | produced by the learner |
| Current | sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim |
| Reliable | indicates that the learner can consistently perform at this level |
| Sufficient | fully meets the requirements of the standards. |

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Additional requirements

The Joint Awarding Body and the SSC Working Practices Group have identified additional requirements that are needed to assess and quality assure qualifications that use NVQ within their title. These requirements are shown in *Annexe D: Additional Requirements for Qualifications that use the title NVQ*.

What do you need to offer this qualification?

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required to deliver this qualification?

Each qualification is designed to support learners working in the Construction and Built Environment sector. Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment Requirements/ strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

| | | | | | |
|---|-----------------------------|--|--|--|---|
| Unit title: | | | | | This is the formal title of the unit that will appear on the learners certificate |
| Unit reference number: | | | | | This is the unit owner's reference number for the specified unit. |
| Level: | | | | | All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator. |
| Credit value: | | | | | All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit. |
| Guided learning hours: | | | | | Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. |
| Unit summary: | | | | | This provides a summary of the purpose of the unit. |
| Assessment Requirements/evidence requirements: | | | | | The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section. |
| Assessment recording: | | | | | This provides a summary of the assessment recording to be used for the unit. |
| Learning outcomes: | Assessment criteria: | Evidence type: | Portfolio reference: | Date: | |
| | | | The learner should use this box to indicate where the evidence can be obtained eg portfolio page number. | The learner should give the date when the evidence has been provided. | |
| Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit. | | The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved. | | Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system. | |

Units

Unit 1: Conforming to general safety in the workplace

Unit reference number: F/600/7138

Level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general safety in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the additional requirements for qualifications using the title NVQ
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conforming to general safety in the workplace to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criterion 4.1.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Identify hazards associated with the workplace and record and report in accordance with organisational procedures | <p>1.1 Report and/or record hazards within the workplace and occupations at work</p> <p>1.2 Describe typical hazards associated with the occupational area including noise, resources, environmental, substances and articles, obstructions, storage and work activities</p> <p>1.3 State the methods used for reporting hazards in the workplace</p> | | | |
| 2 | Comply with all workplace safety legislation requirements | <p>2.1 Select and wear general personal protective equipment (PPE) in the work environment in accordance with legislation and organisational requirements</p> <p>2.2 State when and why PPE should be used including protective helmets, ear protection, overalls, safety boots and high-visibility clothing</p> <p>2.3 Adhere with statutory requirements, safety notices and warning notices displayed within the workplace</p> <p>2.4 Describe which types of safety notices are relevant to the occupational area</p> | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 3 | Comply with and maintain all organisational security arrangements and approved procedures | 3.1 Maintain security of the workplace by following organisational procedures relating to: <ul style="list-style-type: none"> - during the working day - on completion of the day's work - unauthorised personnel (other operatives and the general public) - theft | | | |
| | | 3.2 Explain how security procedures are implemented within the workplace | | | |
| 4 | Comply with all emergency procedures in accordance with organisational policy | 4.1 Follow organisational procedures for accidents and emergencies associated with the type of work being undertaken and the work environment | | | |
| | | 4.2 State the types of fire extinguishers available and describe how and when they are used | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Conforming to efficient working practices in the workplace

Unit reference number: J/600/7139

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to efficient working practices in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the additional requirements for qualifications using the title NVQ
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conforming to efficient working practices to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---------------|---------------------|------|
| 1 | Communicate with others to establish productive working relationships | 1.1 | | | |
| | | 1.2 | | | |
| | | 1.3 | | | |
| | | 1.4 | | | |
| 2 | Follow organisational procedures to maintain good work relationships | 2.1 | | | |
| | | 2.2 | | | |
| | | 2.3 | | | |
| | | 2.4 | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Maintain appropriate records in accordance with the organisational procedures | 3.1 Complete relevant documentation according to the occupation in accordance with organisational procedures. 3.2 Describe how to maintain documentation in accordance with organisational procedures relating to: – job cards – worksheets – material/resource lists – time sheets 3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 3: Moving and handling resources in the workplace

Unit reference number: J/600/7142

Level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in moving and handling resources in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the additional requirements for qualifications using the title NVQ
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of moving and handling resources to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1 | Know how to comply with given information when moving and storing resources | 1.1 | | | |
| | | Describe their responsibilities under current legislation and official guidance whilst working: | | | |
| | | – on site, below ground level, at height, with tools and equipment, with materials and substances and by manual handling and mechanical lifting | | | |
| | | 1.2 | | | |
| | | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative | | | |
| | | 1.3 | | | |
| | | State what the accident reporting procedures are and who is responsible for making the reports | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------------|------|
| 2 | Maintain safe working practices when moving and handling resources | 2.1 | Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when moving and handling resources | | |
| | | 2.2 | Explain why and when personal protective equipment (PPE) should be used, relating to moving and handling resources, and the types, purpose and limitations of each type | | |
| | | 2.3 | State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards | | |
| | | 2.4 | State the types of fire extinguishers available and describe how and when they are used | | |
| 3 | Select the resources to be stored and ensure they conform to the given information | 3.1 | Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – materials, components, fixings, fittings and ancillary items – hand and/or powered tools and equipment – internally or externally supplied | | |
| | | 3.2 | Select the resources to be moved and/or stored for own work and that of the team, in relation to materials, components, fixings, tools and equipment | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| | | 3.3 State how the resources should be handled and how problems associated with the resources are reported 3.4 State why organisational procedures are developed and how they are used 3.5 Outline potential hazards associated with the resources and method of work | | | |
| 4 | Comply with the given information to prevent damage to the product and surrounding environment when moving and handling resources | 4.1 Protect the product and the surrounding area from damage 4.2 Minimise damage and maintain a clean work space 4.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 4.4 Dispose of waste packaging in accordance with legislation 4.5 State why the disposal of waste should be carried out in relation to the work and how it is achieved | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 5 | Comply with the given product information to move and handle resources to the required guidance | 5.1 Demonstrate the following work skills when moving and handling resources: | | | |
| | | <ul style="list-style-type: none"> – moving, positioning, securing and using lifting aids and kinetic lifting techniques | | | |
| | | 5.2 Handle and store occupational resources to meet product information and/or organisational requirements relating to at least three of the following: | | | |
| | | <ul style="list-style-type: none"> – sheet material – loose material – bagged or wrapped material – fragile material – components – liquid material | | | |
| | | 5.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, for: | | | |
| | | <ul style="list-style-type: none"> – manual handling and storage – maintenance of lifting aids | | | |
| | | 5.4 Safely use and store lifting aids and equipment. | | | |
| | | 5.5 State the needs of other occupations when moving and handling resources | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 4: Installing fitted furniture in the workplace

Unit reference number: J/600/7478

Level: 2

Credit value: 25

Guided learning hours: 83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing fitted furniture in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the additional requirements for qualifications using the title NVQ
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing fitted furniture to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- kitchen fitter
- bathroom fitter
- bedroom fitter.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1 | Interpret the given information relating to the work and resources when installing fitted furniture | 1.1 Interpret and extract information from drawings, specifications, schedules and manufacturer's information. | | | |
| | | 1.2 Comply with information and/or instructions derived from risk assessments and method statement | | | |
| | | 1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented | | | |
| | | 1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturer's information and regulations governing buildings | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 2 | Know how to comply with relevant legislation and official guidance when installing fitted furniture | <p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p> | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 3 | Maintain safe working practices when installing fitted furniture | 3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing fitted furniture | | | |
| | | 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing fitted furniture, and the types, purpose and limitations of each type | | | |
| | | 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 4 | Select the required quantity and quality of resources for the methods of work to install fitted furniture | 4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – timber, timber-based sheet material, non-timber based material and plastics – sealants and adhesives – mouldings: timber, plastic, non-ferrous metal – internal timber-based fitments (flat pack and assembled) – associated fixings and fittings – glass products – hand and/or powered tools and ancillary equipment | | | |
| | | 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment | | | |
| | | 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used | | | |
| | | 4.4 Outline potential hazards associated with the resources and method of work | | | |
| | | 4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install fitted furniture | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 5 | Minimise the risk of damage to the work and surrounding area when installing fitted furniture | <p>5.1 Protect the work and its surrounding area from damage</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 Dispose of waste in accordance with legislation</p> <p>5.5 State why the disposal of waste should be carried out in relation to the work</p> <p>5.6 Consult with the client regarding protection of property and belongings</p> | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 6 | Complete the work within the allocated time when installing fitted furniture | <p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme | | | |
| 7 | Comply with the given contract information to install fitted furniture to the required specification | <p>7.1 Demonstrate the following work skills when installing fitted furniture:</p> <ul style="list-style-type: none"> – measuring, marking out, fitting, finishing, positioning and securing <p>7.2 Prepare and install kitchen and/or bathroom and/or bedroom standard or specialist items to contractor's working instructions, relating to the following as appropriate to the installation:</p> <ul style="list-style-type: none"> – floor units and wall units – fixing work surfaces – forming cut outs for appliances in work surfaces – encasing services and heat-producing appliances – bonding plastic laminates – scribing, mitring and fixing mouldings – internal and external corners – peninsular and island unit arrangements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> - remove existing units and fitments - prepare and install floor units and wall units - fix work surfaces - form cut outs for appliances in work surfaces - encase services and heat-producing appliances - bond plastic laminates - scribe, mitre and fix mouldings - apply internal and external corners - fix peninsular and island unit arrangements - carry out sequence for positioning of units - transfer datum (lasers, spirit level, water level, plumb bob) - use hand and/or power tools and ancillary equipment. <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | 7.5 State the needs of other occupations and how to communicate within a team when installing fitted furniture | | | |
| | 7.6 Describe how to maintain the tools and equipment used when installing fitted furniture | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 5: Installing basic plumbing in the workplace

Unit reference number: R/600/7483

Level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Installing basic plumbing in the workplace within the relevant sector of industry.

Assessment Requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the additional requirements for qualifications using the title NVQ
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing basic plumbing to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- kitchen fitter
- bathroom fitter
- bedroom fitter.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1 | Interpret the given information relating to the work and resources when installing basic plumbing | <p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturer's information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturer's information and regulations governing buildings | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 2 | Know how to comply with relevant legislation and official guidance when installing basic plumbing | 2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting | | | |
| | | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative | | | |
| | | 2.3 State what the accident reporting procedures are and who is responsible for making reports | | | |
| 3 | Maintain safe working practices when installing basic plumbing | 3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing basic plumbing | | | |
| | | 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing basic plumbing, and the types, purpose and limitations of each type | | | |
| | | 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 4 | Select the required quantity and quality of resources for the methods of work to install basic plumbing | 4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – sinks, basins, baths, WCs, bidets, shower trays – copper and plastic pipes, waste outlets, taps, valves and pumps – sealants and adhesives – associated fixings and fittings – hand and/or powered tools and ancillary equipment | | | |
| | | 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment | | | |
| | | 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used | | | |
| | | 4.4 Outline potential hazards associated with the resources and method of work | | | |
| | | 4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install basic plumbing | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 5 | Minimise the risk of damage to the work and surrounding area when installing basic plumbing | 5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work 5.6 Consult with client regarding protection of property and belongings | | | |
| 6 | Complete the work within the allocated time when installing basic plumbing | 6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>7 Comply with the given contract information to install basic plumbing to the required specification.</p> | <p>7.1 Demonstrate the following work skills when installing basic plumbing:</p> <ul style="list-style-type: none"> – measuring, marking out, fitting, finishing, positioning and securing <p>7.2 Remove and install kitchen and/or bathroom and/or bedroom appliances (from the isolation point only) in compliance with current regulations and contractor's working instructions, relating to the following as appropriate to the installation:</p> <ul style="list-style-type: none"> – sinks, basins, baths, WCs, bidets – taps, waste services, waste disposal, shower trays and shower valves – laundry appliances, dishwashers <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – remove and install: sinks, basins, baths, taps, waste services, WCs, bidets, shower trays, shower valves, pumps, laundry appliances and dishwashers – carry out bending of copper pipes – use compression and capillary copper fittings – use compression, push fit and plastic weld fittings | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
| | <ul style="list-style-type: none"> – connect hot and cold water supplies – use hand and/or power tools and ancillary equipment. <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when installing basic plumbing</p> <p>7.6 Describe how to maintain the tools and equipment used when installing basic plumbing</p> | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

CITB-ConstructionSkills
Bircham Newton
King's Lynn
Norfolk
PE31 6RH

Telephone: 01485 577577
Fax: 01485 577793
Email: call.centre@cskills.org

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Additional Requirements for Qualifications that use the title NVQ

Contents

Pearson NVQ/competence-based qualificationsError! Bookmark not defined.

Pearson Edexcel Level 2 NVQ Certificate in Fitted Interiors (Construction) 1

Competence-based qualification 1

For first registration August 2010 1

Issue 2 1

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Purpose of document

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ.
2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
3. The aims of these additional requirements are to:
 - ensure that all competence-based qualifications that use the title NVQ are:
 - assessed consistently
 - quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ
 - establish the NVQ brand
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ to a minimum.

Background

1. ¹ "At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence".
2. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
3. Qualifications that use the title NVQ must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ, if it uses the same rules of combination as a qualification that does use the title NVQ.
4. The Qualification Framework offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ, are not a preferred method for assessing occupational competence and all accredited qualifications have equal status.
5. When developing a qualification, including qualifications that use the title NVQ, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
6. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

¹ NCVQ's NVQ Criteria and Guidance 1995.

Additional requirements for qualifications that use the title NVQ

Introduction

1. Qualifications that use the title NVQ must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

2. When a qualification uses the title NVQ, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
3. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ. The assessment criteria for each unit will be part of the units that make up the qualification.
4. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
5. When a learner cannot complete a real work activity, simulation is allowed.
6. Simulation is allowed when:
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
 - the safety of a learner, other individuals and/or resources will be put at risk.
7. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
8. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

9. Learners must be assessed by assessors :
 - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
 - ²who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
 - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
10. All assessors must carry out assessment to the standards specified in the A units.
11. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
12. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

² Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

Quality assurance requirements

1. When a qualification uses the title NVQ, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
2. Qualifications that use the title NVQ, must be verified:
 - internally by an internal verifier, who is accountable to the assessment centre
 - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
3. With reference to internal verification, internal verifiers must:
 - ³hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems and requirements for this qualification.
4. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
5. With reference to external verification, external verifiers must:
 - ⁴hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
 - have no connections with the assessment centre, in order to maintain objectivity
 - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
 - be fully conversant with the standards and performance criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems for this qualification.
6. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

³ Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

⁴ Currently an external verifier needs to hold unit V2. Or from the past unit D35.

7. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:
 - the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
 - an evaluation of the centre's performance and past record.
8. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Annexe D: Assessment Requirements/Strategy

The ConstructionSkills Assessment Strategy will be available on the Pearson website, alongside the full specification on the Construction NVQ/Competence page.

October 2017

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qualifications.pearson.com**

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