

Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management

Specification

NVQ/Competence-based qualification

First registration November 2014

Issue 4

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 4. 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:

Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management (QCF)

The QN remains the same.

This qualification is offered as part of a Joint Awarding Body Partnership with construction industry professional bodies; the Chartered Institute of Building (CIOB), and the Institution of Civil Engineers (ICE), for whom the NVQs are steps to professional recognition.

www.ciob.org.uk

www.ice.org.uk



References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

ISBN 9781446957844

All the material in this publication is copyright

© Pearson Education Limited 2017

Summary of Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	2
Reference to credit transfer within the QCF removed	8
Guided learning definition updated	11
QCF references removed from unit titles and unit levels in all units	11

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.

Contents

Purpose of this specification	1
1 Introducing Pearson Edexcel NVQ/Competence-based qualifications	2
Sizes of NVQ/Competence-based qualifications	Error! Bookmark not defined.
2 Qualification summary and key information	4
3 Qualification rationale	5
Qualification objectives	5
Relationship with previous qualifications	5
Progression opportunities	6
Industry support and recognition	6
Relationship with National Occupational Standards	6
4 Qualification structures	7
Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management	7
5 Programme delivery	17
Learner recruitment, preparation and support	17
Training and assessment delivery	18
Employer engagement	18
6 Centre resource requirements	19
7 Access and recruitment	20
Prior knowledge, skills and understanding	20
Access to qualifications for learners with disabilities or specific needs	20
8 Assessment	21
Centre Guidance to ensure evidence at the appropriate standard is obtained	21
Language of assessment	21
Internal assessment	22
Assessment requirements/strategy	23
Types of evidence	23
Appeals	24
Dealing with malpractice	24
Reasonable adjustments to assessment	24

Special consideration	25
9 Centre recognition and approval	26
Centre recognition	26
Approvals agreement	26
10 Quality assurance of centres	27
11 Unit format	28
Unit title	28
This is the formal title of the unit that will appear on the learner's certificate.	28
Unit reference number	28
Level	28
Credit value	28
Guided learning hours	28
Unit summary	28
Unit assessment requirements/evidence requirements	28
Learning outcomes	29
Assessment criteria	29
Unit 1: Maintain Health, Safety and Welfare Systems in Construction Contracting Operations Management	30
Unit 2: Plan, Allocate and Monitor Work in Own Area of Responsibility	41
Unit 3: Chair Meeting and Take Decisions in Construction Contracting Operations Management	48
Unit 4: Develop and Maintain Working Relationships and Personal Development in Construction Contracting Operations Management	55
Unit 5: Plan Measured Surveys in Construction Contracting Operations Management	69
Unit 6: Establish the Condition of Property in Construction Contracting Operations Management	83
Unit 7: Identify, Assess and Evaluate Project Requirements in Construction Contracting Operations Management	96
Unit 8: Develop and Agree Detailed Project Designs in Construction Contracting Operations Management	106
Unit 9: Specify and Control Production Documents in Construction Contracting Operations Management	118
Unit 10: Prepare Procurement Schedules and Programmes of Works in Construction Contracting Operations Management	133

Unit 11: Implement Strategic and Integrated Supply Chain Management and Sourcing Partnerships in Construction Contracting Operations Management	141
Unit 12: Obtain Tenders and Appoint Successful Contractors in Construction Contracting Operations Management	152
Unit 13: Evaluate Enquiries and Submit Tenders in Construction Contracting Operations Management	166
Unit 14: Evaluate Work Methods and Programme in Construction Contracting Operations Management	175
Unit 15: Analyse, Monitor and Optimise Materials, Plant and Services in Construction Contracting Operations Management	185
Unit 16: Control Contract Work in Construction Contracting Operations Management	194
Unit 17: Optimise and Control Contract Progress and Costs in Construction Contracting Operations Management	203
Unit 18: Prepare and Agree Contract Accounts and Entitlement in Construction Contracting Operations Management	212
12 Further information and useful publications	220
13 Professional development and training	221
14 Contact us	223
Annexe A: Assessment strategy – ConstructionSkills	224

Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications 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/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that it 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).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management
Qualification Number (QN)	601/4787/8
Regulation start date	09/10/2014
Operational start date	01/11/2014
Approved age ranges	18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy
Credit value	81
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	810
Guided learning hours	195
Grading information	The qualification and units are graded pass/fail
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>). Centres must also follow the Pearson <i>Access and Recruitment</i> policy (see <i>Section 7, Access and Recruitment</i>).
Funding	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.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website at: qualifications.pearson.com

3 Qualification rationale

Qualification objectives

The Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management is for learners who work in, or who want to work in the construction and the built environment sector.

The Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management is designed for technical people working at a senior level in a wide range of job roles, for example senior estimator, senior quantity surveyor, senior buyer, senior planner. They will have responsibility for other people in their area of occupation.

This qualification is suitable for people who might be site-based and who have responsibility for functions such as dimensional control, surveys, physical testing and work planning. The qualification covers all sections of the construction cycle, including all forms of construction and civil engineering, and includes functions such as maintenance and demolition, and companies specialising in a single operation such as roofing, plastering and shop fitting.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management (QCF) (500/9535/3), which has expired.

Progression opportunities

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

There is a progression route from the Pearson Edexcel Level 3 NVQ Diploma in Construction Contracting Operations. Progression opportunities from this qualification include progressing to the Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management, the Pearson Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice, and other post-graduate level qualifications.

Industry support and recognition

This qualification is supported by ConstructionSkills, the Sector Skills Council for Construction.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Construction and the Built Environment, which were set and designed by ConstructionSkills.

4 Qualification structures

Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management

To achieve this qualification, learners must complete the required number of mandatory and/or optional credits from within one of the pathways, below.

Pathway 1 – Estimating

The learner will need to meet the requirements outlined in the table below before the Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management – Estimating qualification can be awarded.

Minimum number of credits that must be achieved	86
Minimum number of credits that must be achieved at level 6 or above	81
Number of mandatory credits that must be achieved	73
Minimum number of optional credits that must be achieved	13

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/505/8204	Maintain Health, Safety and Welfare Systems in Construction Contracting Operations Management	6	10	40
2	H/600/9674	Plan, Allocate and Monitor Work in Own Area of Responsibility	4	5	25
3	T/505/8206	Chair Meetings and Take Decisions in Construction Contracting Operations Management	6	8	20
4	H/505/8217	Develop and Maintain Working Relationships and Personal Development in Construction Contracting Operations Management	6	8	20
7	F/505/8256	Identify, Assess and Evaluate Project Requirements in Construction Contracting Operations Management	6	18	50
12	M/505/8298	Obtain Tenders and Appoint Successful Contractors in Construction Contracting Operations Management	6	12	20
13	M/505/8303	Evaluate Enquiries and Submit Tenders in Construction Contracting Operations Management	6	12	20

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	K/505/8218	Plan Measured Surveys in Construction Contracting Operations Management	6	14	40
6	D/505/8250	Establish the Condition of Property in Construction Contracting Operations Management	6	14	40
8	T/505/8268	Develop and Agree Detailed Project Designs in Construction Contracting Operations Management	6	20	60
9	T/505/8271	Specify and Control Production Documents in Construction Contracting Operations Management	6	18	50
10	H/505/8279	Prepare Procurement Schedules and Programmes of Works in Construction Contracting Operations Management	6	16	40
11	R/505/8293	Implement Strategic and Integrated Supply Chain Management and Sourcing Partnerships in Construction Contracting Operations Management	6	20	60
14	R/505/8309	Evaluate Work Methods and Programme in Construction Contracting Operations Management	6	13	30
15	D/505/8314	Analyse, Monitor and Optimise Materials, Plant and Services in Construction Contracting Operations Management	6	13	20
16	A/505/8336	Control Contract Work in Construction Contracting Operations Management	6	13	30
17	F/505/8354	Optimise and Control Contract Progress and Costs in Construction Contracting Operations Management	6	13	30
18	D/505/8359	Prepare and Agree Contract Accounts and Entitlement in Construction Contracting Operations Management	6	14	40

Pathway 2 – Buying

The learner will need to meet the requirements outlined in the table below before the Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management – Buying qualification can be awarded.

Minimum number of credits that must be achieved	94
Minimum number of credits that must be achieved at Level 6 or above	89
Number of mandatory credits that must be achieved	82
Minimum number of optional credits that must be achieved	12

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/505/8204	Maintain Health, Safety and Welfare Systems in Construction Contracting Operations Management	6	10	40
2	H/600/9674	Plan, Allocate and Monitor Work in Own Area of Responsibility	4	5	25
3	T/505/8206	Chair Meetings and Take Decisions in Construction Contracting Operations Management	6	8	20
4	H/505/8217	Develop and Maintain Working Relationships and Personal Development in Construction Contracting Operations Management	6	8	20
7	F/505/8256	Identify, Assess and Evaluate Project Requirements in Construction Contracting Operations Management	6	18	50
11	R/505/8293	Implement Strategic and Integrated Supply Chain Management and Sourcing Partnerships in Construction Contracting Operations Management	6	20	60
15	D/505/8314	Analyse, Monitor and Optimise Materials, Plant and Services in Construction Contracting Operations Management	6	13	20

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	K/505/8218	Plan Measured Surveys in Construction Contracting Operations Management	6	14	40
6	D/505/8250	Establish the Condition of Property in Construction Contracting Operations Management	6	14	40
8	T/505/8268	Develop and Agree Detailed Project Designs in Construction Contracting Operations Management	6	20	60
9	T/505/8271	Specify and Control Production Documents in Construction Contracting Operations Management	6	18	50
10	H/505/8279	Prepare Procurement Schedules and Programmes of Works in Construction Contracting Operations Management	6	16	40
12	M/505/8298	Obtain Tenders and Appoint Successful Contractors in Construction Contracting Operations Management	6	12	20
13	M/505/8303	Evaluate Enquiries and Submit Tenders in Construction Contracting Operations Management	6	12	20
14	R/505/8309	Evaluate Work Methods and Programme in Construction Contracting Operations Management	6	13	30
16	A/505/8336	Control Contract Work in Construction Contracting Operations Management	6	13	30
17	F/505/8354	Optimise and Control Contract Progress and Costs in Construction Contracting Operations Management	6	13	30
18	D/505/8359	Prepare and Agree Contract Accounts and Entitlement in Construction Contracting Operations Management	6	14	40

Pathway 3 – Planning

The learner will need to meet the requirements outlined in the table below before the Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management – Planning qualification can be awarded.

Minimum number of credits that must be achieved	90
Minimum number of credits that must be achieved at Level 6 or above	85
Number of mandatory credits that must be achieved	78
Minimum number of optional credits that must be achieved	12

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/505/8204	Maintain Health, Safety and Welfare Systems in Construction Contracting Operations Management	6	10	40
2	H/600/9674	Plan, Allocate and Monitor Work in Own Area of Responsibility	4	5	25
3	T/505/8206	Chair Meetings and Take Decisions in Construction Contracting Operations Management	6	8	20
4	H/505/8217	Develop and Maintain Working Relationships and Personal Development in Construction Contracting Operations Management	6	8	20
7	F/505/8256	Identify, Assess and Evaluate Project Requirements in Construction Contracting Operations Management	6	18	50
10	H/505/8279	Prepare Procurement Schedules and Programmes of Works in Construction Contracting Operations Management	6	16	40
14	R/505/8309	Evaluate Work Methods and Programme in Construction Contracting Operations Management	6	13	30

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	K/505/8218	Plan Measured Surveys in Construction Contracting Operations Management	6	14	40
6	D/505/8250	Establish the Condition of Property in Construction Contracting Operations Management	6	14	40
8	T/505/8268	Develop and Agree Detailed Project Designs in Construction Contracting Operations Management	6	20	60
9	T/505/8271	Specify and Control Production Documents in Construction Contracting Operations Management	6	18	50
11	R/505/8293	Implement Strategic and Integrated Supply Chain Management and Sourcing Partnerships in Construction Contracting Operations Management	6	20	60
12	M/505/8298	Obtain Tenders and Appoint Successful Contractors in Construction Contracting Operations Management	6	12	20
13	M/505/8303	Evaluate Enquiries and Submit Tenders in Construction Contracting Operations Management	6	12	20
15	D/505/8314	Analyse, Monitor and Optimise Materials, Plant and Services in Construction Contracting Operations Management	6	13	20
16	A/505/8336	Control Contract Work in Construction Contracting Operations Management	6	13	30
17	F/505/8354	Optimise and Control Contract Progress and Costs in Construction Contracting Operations Management	6	13	30
18	D/505/8359	Prepare and Agree Contract Accounts and Entitlement in Construction Contracting Operations Management	6	14	40

Pathway 4 – Quantity Surveying

The learner will need to meet the requirements outlined in the table below before the Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management – Quantity Surveying qualification can be awarded.

Minimum number of credits that must be achieved	88
Minimum number of credits that must be achieved at Level 6 or above	83
Number of mandatory credits that must be achieved	76
Minimum number of optional credits that must be achieved	12

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/505/8204	Maintain Health, Safety and Welfare Systems in Construction Contracting Operations Management	6	10	40
2	H/600/9674	Plan, Allocate and Monitor Work in Own Area of Responsibility	4	5	25
3	T/505/8206	Chair Meetings and Take Decisions in Construction Contracting Operations Management	6	8	20
4	H/505/8217	Develop and Maintain Working Relationships and Personal Development in Construction Contracting Operations Management	6	8	20
9	T/505/8271	Specify and Control Production Documents in Construction Contracting Operations Management	6	18	50
17	F/505/8354	Optimise and Control Contract Progress and Costs in Construction Contracting Operations Management	6	13	30
18	D/505/8359	Prepare and Agree Contract Accounts and Entitlement in Construction Contracting Operations Management	6	14	40

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	K/505/8218	Plan Measured Surveys in Construction Contracting Operations Management	6	14	40
6	D/505/8250	Establish the Condition of Property in Construction Contracting Operations Management	6	14	40
7	F/505/8256	Identify, Assess and Evaluate Project Requirements in Construction Contracting Operations Management	6	18	50
8	T/505/8268	Develop and Agree Detailed Project Designs in Construction Contracting Operations Management	6	20	60
10	H/505/8279	Prepare Procurement Schedules and Programmes of Works in Construction Contracting Operations Management	6	16	40
11	R/505/8293	Implement Strategic and Integrated Supply Chain Management and Sourcing Partnerships in Construction Contracting Operations Management	6	20	60
12	M/505/8298	Obtain Tenders and Appoint Successful Contractors in Construction Contracting Operations Management	6	12	20
13	M/505/8303	Evaluate Enquiries and Submit Tenders in Construction Contracting Operations Management	6	12	20
14	R/505/8309	Evaluate Work Methods and Programme in Construction Contracting Operations Management	6	13	30
15	D/505/8314	Analyse, Monitor and Optimise Materials, Plant and Services in Construction Contracting Operations Management	6	13	20
16	A/505/8336	Control Contract Work in Construction Contracting Operations Management	6	13	30

Pathway 4 – General

The learner will need to meet the requirements outlined in the table below before the Pearson Edexcel Level 6 Diploma in Construction Contracting Operations Management – General qualification can be awarded.

Minimum number of credits that must be achieved	81
Minimum number of credits that must be achieved at Level 6 or above	76
Number of mandatory credits that must be achieved	31
Minimum number of optional credits that must be achieved	50

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/505/8204	Maintain Health, Safety and Welfare Systems in Construction Contracting Operations Management	6	10	40
2	H/600/9674	Plan, Allocate and Monitor Work in Own Area of Responsibility	4	5	25
3	T/505/8206	Chair Meetings and Take Decisions in Construction Contracting Operations Management	6	8	20
4	H/505/8217	Develop and Maintain Working Relationships and Personal Development in Construction Contracting Operations Management	6	8	20
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	K/505/8218	Plan Measured Surveys in Construction Contracting Operations Management	6	14	40
6	D/505/8250	Establish the Condition of Property in Construction Contracting Operations Management	6	14	40
7	F/505/8256	Identify, Assess and Evaluate Project Requirements in Construction Contracting Operations Management	6	18	50

Unit	Unit reference number	Optional units (continued)	Level	Credit	Guided learning hours
8	T/505/8268	Develop and Agree Detailed Project Designs in Construction Contracting Operations Management	6	20	60
9	T/505/8271	Specify and Control Production Documents in Construction Contracting Operations Management	6	18	50
10	H/505/8279	Prepare Procurement Schedules and Programmes of Works in Construction Contracting Operations Management	6	16	40
11	R/505/8293	Implement Strategic and Integrated Supply Chain Management and Sourcing Partnerships in Construction Contracting Operations Management	6	20	60
12	M/505/8298	Obtain Tenders and Appoint Successful Contractors in Construction Contracting Operations Management	6	12	20
13	M/505/8303	Evaluate Enquiries and Submit Tenders in Construction Contracting Operations Management	6	12	20
14	R/505/8309	Evaluate Work Methods and Programme in Construction Contracting Operations Management	6	13	30
15	D/505/8314	Analyse, Monitor and Optimise Materials, Plant and Services in Construction Contracting Operations Management	6	13	20
16	A/505/8336	Control Contract Work in Construction Contracting Operations Management	6	13	30
17	F/505/8354	Optimise and Control Contract Progress and Costs in Construction Contracting Operations Management	6	13	30
18	D/505/8359	Prepare and Agree Contract Accounts and Entitlement in Construction Contracting Operations Management	6	14	40

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website at qualifications.pearson.com

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes the following.

- Providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme.
- Using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs.
- Carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme.
- Keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes the following.

- Offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios.
- Planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning.
- Integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them. Please see *Annexe C* for mapping of PLTS to the units in this specification.
- Developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed.
- Discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes the following.

- Communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs.
- Working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor.
- Helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk.

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

8 Assessment

To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure.

Centre Guidance to ensure evidence at the appropriate standard is obtained

At level 6, this qualification is only suitable for learners working with significant levels of responsibility. They may be budget holders, in their respective disciplines, e.g. as site managers, planners, estimators, buyers - with responsibility and broad autonomy for managing projects and people, and dealing with complex problems that arise.

Where knowledge is required, discussions, questioning or other knowledge evidence should show conceptual understanding that enables the student to devise and sustain arguments and/or to solve problems, using ideas and techniques, some of which may be at the forefront of a discipline and from a range of sources

For competence it is expected that the evidence presented is in line with the level of responsibility they currently exercise, for example learners are likely to be operating in a range of varied and specific contexts using non routine and/ or creative activities exercising judgement in planning, selecting or presenting information which contribute to the management of significant construction projects.

They may show that they are utilising specialized skills across one or more disciplines, transferring and applying knowledge to solve complex problems and exercising judgement across a range of situations, determining, refining and evaluating methodology and their results, accepting accountability for achieving group and personal outcomes. They are likely to be involved in leading processes that result in substantial change, taking responsibility for the work and roles of others.

Language of assessment

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy*, available on our website qualifications.pearson.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website at: qualifications.pearson.com

Internal assessment

The units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes 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.

Learners can provide evidence of occupational competence 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 programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: qualifications.pearson.com

- a combination of these.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website qualifications.pearson.com. Please see *Section 12, Further information and useful publications* for details.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website at: qualifications.pearson.com

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy*, which is available on our website at: qualifications.pearson.com. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website at: qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website at: qualifications.pearson.com

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available at qualifications.pearson.com.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions 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.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook*, the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

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 summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit 1: Maintain Health, Safety and Welfare Systems in Construction Contracting Operations Management

Unit reference number: K/505/8204

Level: 6

Credit value: 10

Guided learning hours: 40

Unit summary

This unit is about health, safety and welfare policy and how it is implemented in an organisation. The knowledge gained applies to all workplaces whether a site, workshop, office or elsewhere.

You will need to promote a culture of health, safety and welfare and ensure that induction has taken place. You will need to check systems regularly, record/report information, identify possible improvements, make recommendations and implement systems.

You will need to identify hazards, obtain and review information relating to them and assess risks. You will need to apply the protection and prevention principles, identify any residual risks and pass on information relating to them.

You will need to identify the necessary resources and promote and maintain risk reduction.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2:

1. Workplace:

- office
- workshop
- factory
- warehouse
- site.

2. Induction:

- health and safety responsibilities
- work operations
- health, safety and welfare equipment and resources
- risk control procedures
- first-aid arrangements
- health and safety plans.

3. People:

- workforce
- visitors.

4. Statutory:

- prescribed notices
- certificates
- Certificate of Insurance
- safety signs.

Learning outcomes 3 and 4:

1. Hazards

- falls from height
- slips, trips and falls (same level)
- hit by falling or moving objects
- manual handling
- health issues
- power sources
- hazardous substances
- trapped by something collapsing or overturning
- confined spaces
- fire.

2. Workplace:

- office
- workshop
- factory
- warehouse
- site.

3. Factors:

- injury to people
- cause of ill health
- damage of property
- adversely affect the built environment
- cost.

4. Assessing:

- likelihood of occurrence
- severity of harm incurred.

5. Risks:

- high
- medium
- low.

6. Principles of prevention and protection:

- eliminate
- control at source
- cumulative protection
- manage
- personal protection equipment.

Learning outcomes 5 and 6:

1. Workplace:

- office
- workshop
- factory
- warehouse
- site.

2. Risks:

- high
- medium
- low.

3. Methods:

- eliminate
- control at source
- cumulative protection
- manage
- personal protection equipment.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Records of inducting and checking the competence of people in the workplace, including promoting a culture of health, safety and welfare, and recommending opportunities for improvements (1.1, 1.2) [1.1, 1.2, 1.3].
2. Records of implementing systems that include the meeting of statutory requirements for the identification and reduction of hazards, the reporting of accidents and emergencies and preventing recurrences, any special workplace conditions and non-complying situations (1.3, 1.4, 1.5) [1.1, 1.3, 1.4].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following item that is considered to be common and key to demonstrating competence.

1. Identified hazards arising from work products, processes and equipment, identified residual risks, applied principles of prevention and protection (ALL) [ALL].

Simulations are not considered to be acceptable for producing evidence for this element.

Process evidence: not applicable.

Learning outcome 5

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Records of the appropriate health and safety plan which include details of the risks, and risk reduction methods as planned (5.1, 5.2) [ALL].
2. Records of implemented and maintained risk reduction methods (5.3, 5.4) [5.2, 5.3].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain health, safety and welfare in the workplace	1.1	Promote a culture of health, safety and welfare in the workplace and identify and recommend opportunities for improvements			
		1.2	Ensure that induction has taken place and check the competence of people in the workplace			
		1.3	Implement systems which meet organisational and statutory requirements for identifying and reducing hazards and reporting accidents and emergencies and preventing recurrences			
		1.4	Check health, safety and welfare systems regularly, in accordance with organisational and statutory requirements, and identify and record any special workplace conditions and situations which do not comply and take appropriate action			
		1.5	Make recommendations for improving the work environment clearly and promptly to people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to maintain health, safety and welfare in the workplace	2.1	Propose how to promote a culture of health, safety and welfare in the workplace			
		2.2	Describe what to identify as opportunities for improvements			
		2.3	Propose how to recommend opportunities for improving the health, safety and welfare in the workplace			
		2.4	Explain how to implement systems which meet organisational and statutory requirements for identifying and reducing hazards and reporting accidents and emergencies and preventing recurrences			
		2.5	Explain how to check health, safety and welfare systems regularly, in accordance with organisational and statutory requirements			
		2.6	Describe what to identify as special workplace conditions and situations which do not comply			
		2.7	Explain how to record any special workplace conditions and situations which do not comply			
		2.8	Explain how to take appropriate action where special workplace conditions and situations do not comply			
		2.9	Propose how to make recommendations for improving the work environment clearly and promptly to people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to identify hazards and assess risks in the workplace	3.1	Identify the hazards in the workplace arising from construction work products, processes and equipment			
		3.2	Obtain and review information on any factors relating to the hazards			
		3.3	Identify the significance of the hazards			
		3.4	Assess the significant risks			
		3.5	Apply the principles of prevention and protection			
		3.6	Identify the residual risks			
		3.7	Check that resulting information on significant residual risks is provided to the appropriate people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to identify hazards and assess risks in the workplace	4.1	Describe what to identify as the hazards in the workplace arising from construction work products, processes and equipment			
		4.2	Explain how to obtain accurate information on any factors relating to the hazards			
		4.3	Examine how to review accurate information on any factors relating to the hazards			
		4.4	Describe what to identify as the significance of the hazards			
		4.5	Examine how to assess the significant risks			
		4.6	Explain how to apply the principles of prevention and protection			
		4.7	Describe what to identify as the residual risks			
		4.8	Explain how to check that information on significant residual risks is provided to the appropriate people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to identify and implement methods and procedures to reduce risk	5.1	Identify the requirements of the appropriate health and safety plan in the workplace			
		5.2	Identify the resources and activities that are necessary to implement the risk reduction methods			
		5.3	Implement and maintain risk reduction methods and procedures			
		5.4	Utilise opportunities to promote the implementation of the risk reduction methods and procedures			
		5.5	Record the risk reduction methods and procedures in the appropriate information systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to identify and implement methods and procedures to reduce risk	6.1	Describe how to identify the requirements of the appropriate health and safety plan in the workplace			
		6.2	Describe what to identify as the resources and activities that are necessary to implement the risk reduction methods			
		6.3	Explain how to implement and maintain risk reduction methods and procedures			
		6.4	Explain how to utilise opportunities to promote the implementation of the risk reduction methods and procedures			
		6.5	Explain how to record the risk reduction methods and procedures in the appropriate information systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: **Plan, Allocate and Monitor Work in Own Area of Responsibility**

Unit reference number: H/600/9674

Level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about allocating work to team members, agreeing objectives with them, assessing their performance and providing feedback.

You will gain an understanding of how to allocate work to team members, taking full account of their abilities and recommendations, and ensure that they have sufficient information and understand their responsibilities. You will gain an understanding of how to ensure their continuing understanding and agreement of priorities, and inform them of changes.

You will gain an understanding of how to work with team members to develop their own objectives and work plans, ensuring that these are consistent with their abilities, are sufficiently detailed, meet organisational objectives and are realistic and achievable. You will gain an understanding of how to ensure that team members understand the plans and are committed to them, and to offer advice and guidance as necessary and update plans as required.

You will gain an understanding of how to ensure that the team members understand monitoring and assessment processes and, in conjunction with team members, carry out meaningful assessments. Take account of their personal circumstances and organisational requirements.

You will gain an understanding of how to provide team members with feedback that is clear and constructive, is sensitive to their needs and maintains confidentiality. You will gain an understanding of how to give them the opportunity to respond and make recommendations regarding improvement.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcome 1

1. Team members:

- people for whom you have line responsibility
- people for whom you have functional responsibility.

2. Objectives and work plans:

- short term
- medium term
- long term.

3. Organisational constraints:

- organisational objectives
- organisational policies
- resources.

Learning outcome 2

1. Allocate work in the contexts of:

- normal working
- emergencies.

2. Information:

- spoken
- written
- graphical.

3. Relevant people:

- team members
- colleagues working at the same level as yourself
- higher-level managers or sponsors
- customers
- suppliers.

Learning outcomes 3 and 4

1. Purpose:

- assuring that objectives have been achieved
- assuring that quality and customer requirements have been met
- appraising team or individual performance
- assessing performance for reward
- recognise competent performance and achievement.

2. Monitor and assessment:

- specific to one activity or objective
- general to overall performance of the team or individual.

3. Information:

- qualitative
- quantitative.

4. Organisational constraints:

- organisational objectives
- organisational policies
- resources.

5. Feedback:

- positive
- negative
- spoken
- written.

6. Situation:

- during normal day-to-day activities
- when required to maintain motivation, morale and effectiveness
- during formal appraisals
- at team meetings and briefings
- during confidential discussions of work.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

1. You must show evidence that you involve and plan work with at least one type of team member (ALL).
2. You must show evidence that you agree at least two types of objective and work plan (ALL).
3. You must also show evidence that you take account of all of the types of organisational constraint (ALL).
4. You must also convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of team member, and objective and work plan (ALL).

Process evidence: not applicable.

Learning outcome 2

Product evidence

1. You must also show evidence that you reach agreement with at least two types of relevant person (ALL).
2. You must show evidence that you make allocations covering both contexts (ALL).
3. You must show evidence that you provide at least two types of information (ALL).
4. You must also convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of information and relevant people (ALL).

Process evidence: not applicable.

Learning outcome 3

Product evidence

1. You must also show evidence that you take account of all types of organisational constraint (ALL).
2. You must show evidence that you use at least one type of monitor and assessment (ALL).
3. You must show evidence that you use both types of information (ALL).
4. You must show evidence that your assessments have at least two types of purpose (ALL).
5. You must also convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of purpose, monitoring and assessment (ALL).

Process evidence: not applicable.

Learning outcome 4

Product evidence

1. You must also show evidence that you give feedback in at least three types of situation (ALL).
2. You must show evidence that you give both types of feedback (ALL).
3. You must also convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of situation (ALL).

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to produce a work plan for own area of responsibility	1.1	Explain the context in which work is to be undertaken			
		1.2	Identify the skills base and the resources available			
		1.3	Examine priorities and success criteria needed for the team			
		1.4	Produce a work plan for own area of responsibility			
2	Be able to allocate and agree responsibilities with team members	2.1	Identify team members' responsibilities for identified work activities			
		2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members			
3	Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1	Identify ways to monitor progress and quality of work			
		3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1	Review and amend work plan where changes are needed			
		4.2	Communicate changes to team members			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Chair Meeting and Take Decisions in Construction Contracting Operations Management

Unit reference number: T/505/8206

Level: 6

Credit value: 8

Guided learning hours: 20

Unit summary

This unit is about chairing meetings and analysing information, making decisions based on the conclusions from the analysis.

You will gain an understanding of how to circulate appropriate information before the meeting and ensure that those attending the meeting agree the meeting objectives. You will gain the ability to allocate time for discussion and keep within it, ensure that contributions are useful, clearly summarise them at appropriate times, confirm decisions and recommendations and seek feedback to improve future meetings.

You will gain the ability to use suitable methods to select and analyse information based on identified objectives, and then develop clear conclusions. You will need to present your results and record the work that led to the decisions.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1. Purpose:

- information given
- consultation
- decision making.

2. Meeting:

- involving people from within your organisation
- involving people outside your organisation.

Learning outcomes 3 and 4

1. Analysis:

- formal and planned
- informal and ad hoc.

2. Information:

- qualitative
- quantitative.

3. Decisions:

- affecting operational performance
- affecting organisational policy.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

1. You must also show evidence of leading both types of meeting (1.1, 1.2, 1.4, 1.6, 1.7, 1.10) [1.2].
2. You must prove that you chair meetings to the national standard of competence (ALL) [ALL].
3. You must show evidence of leading meetings with all types of objective (1.1, 1.2, 1.7) [1.1].

Process evidence: not applicable.

Learning outcome 3

Product evidence

1. You must also show evidence that you take at least one type of decision (3.1, 3.2, 3.4) [3.3].
2. You must also show evidence that you use both types of information (3.2, 3.4) [3.2].
3. You must show evidence that you carry out both types of analysis (3.3, 3.6, 3.7) [3.1].

4. You must also convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in taking both types of decision (3.1, 3.2, 3.4, 3.7) [3.3].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to chair meetings	1.1	Give people, appropriate to the purpose of the meeting, sufficient notice and information to allow them to contribute effectively			
		1.2	Ensure that everyone attending agrees the objective of the meeting at the start			
		1.3	Allocate discussion time to topics consistently with their importance, urgency and complexity			
		1.4	Manage the meeting in a way which helps attendees to make useful contributions and discourages digressions			
		1.5	Present information and provide summaries clearly at appropriate points during the meeting			
		1.6	Ensure that meetings achieve their objectives within the allocated time			
		1.7	Ensure that agreed decisions and recommendations fall within the group's authority			
		1.8	Give clear, accurate and concise information about decisions and recommendations to those who need it			
		1.9	Seek feedback from those attending and use this to improve the effectiveness of future meetings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to chair meetings	2.1	Explain how to give people, appropriate to the purpose of the meeting, sufficient notice and information to allow them to contribute effectively			
		2.2	Explain how to ensure that everyone attending agrees the objective of the meeting at the start			
		2.3	Explain how to allocate discussion time to topics consistently with their importance, urgency and complexity			
		2.4	Evaluate how to manage the meeting in a way which helps attendees to make useful contributions and discourages digressions			
		2.5	Explain how to present information and provide summaries clearly at appropriate points during the meeting			
		2.6	Explain how to ensure that meetings achieve their objectives within the allocated time			
		2.7	Explain how to ensure that agreed decisions and recommendations fall within the group's authority			
		2.8	Explain how to give clear, accurate and concise information about decisions and recommendations to those who need it			
		2.9	Explain how to seek feedback from those attending and use this to improve the effectiveness of future meetings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to analyse information for decision making	3.1	Identify objectives for your analysis which are clear and consistent with the decisions you need to make			
		3.2	Select information which is accurate, relevant to the objectives, and sufficient to arrive at reliable decisions			
		3.3	Use methods of analysis which are suitable to achieve the objectives			
		3.4	Analyse the information to identify patterns and trends significant to the decisions you need to take			
		3.5	Develop clear conclusions which you support with reasoned arguments and appropriate evidence			
		3.6	Present the results of your analysis, differentiating clearly between fact and opinion			
		3.7	Maintain records of your analysis which are sufficient to show the assumptions and decisions made at each stage			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to analyse information for decision making	4.1	Describe what to identify as objectives for your analysis which are clear and consistent with the decisions you need to make			
		4.2	Evaluate how to select information which is accurate, relevant to the objectives, and sufficient to arrive at reliable decisions			
		4.3	Explain how to use methods of analysis which are suitable to achieve the objectives			
		4.4	Examine how to analyse the information to identify patterns and trends significant to the decisions you need to take			
		4.5	Propose how to develop clear conclusions which you support with reasoned arguments and appropriate evidence			
		4.6	Explain how to present the results of your analysis, differentiating clearly between fact and opinion			
		4.7	Explain how to maintain records of your analysis which are sufficient to show the assumptions and decisions made at each stage			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Develop and Maintain Working Relationships and Personal Development in Construction Contracting Operations Management

Unit reference number: H/505/8217

Level: 6

Credit value: 8

Guided learning hours: 20

Unit summary

This unit is about developing, maintaining and enhancing the trust and support of colleagues, those to whom you report and people who benefit from your work. It is also about personal development.

You will gain the ability to develop and maintain effective relationships, and offer timely, relevant information and helpful, sensitive advice. You will gain an understanding of how to present clear, timely proposals that are appropriately detailed and acknowledge objections and resolve conflicts sensitively.

You will review own performance, both by self and with line manager, and identify personal development needs and form them into a development plan. You will gain an understanding of the need to undertake development activities, record your progress and re-review your performance.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1. Working relationships:

- formal
- informal.

2. People:

- those commissioning work
- employers
- employees
- clients and customers
- statutory bodies
- users
- professional consultants
- contractors
- consultants
- partners
- general public
- community groups
- suppliers of products and services
- government agencies.

3. Promote goodwill and trust:

- demonstrating a duty of care
- ethical relationships
- professional independence
- honouring promises and undertakings
- honest relationships
- constructive relationships.

4. Instructing, provide guidance, presenting and acknowledge:

- orally
- in writing
- using graphics
- electronically.

5. Work activities:

- progress
- results
- achievements
- emerging threats
- risks
- opportunities.

Learning outcomes 3 and 4

1. Aims and objectives:

- preparation for career development
- intellectual challenge
- need for updating
- need to provide evidence of vocational competence
- compliance with employer and professional requirements
- promotion or job change
- awareness of shortcomings.

2. Personal development:

- maintenance of existing competence
- improvements to existing competence
- development of new competence
- commitment to vocational excellence.

3. Sources of support and guidance:

- national/industry bodies
- professional institutions
- education and training providers
- in house.

4. Benchmarks of competence:

- job descriptions
- professional institution requirements
- industry national occupational standards.

5. Development plan includes:

- priorities
- target dates
- development activities.

6. Development activities:

- formal courses
- research
- work experience
- personal study.

Learning outcomes 5 and 6:

- personal responsibility for own decisions and the decisions of others
- ethical behaviour and take appropriate action if unethical behaviour
- responsibility and empowerment
- judgements and advice
- illegal contracts and conflicts of interest
- limits of professional expertise and parameters
- formal and informal contracts
- legal requirements, ethical standards and recognised good practice
- communication that maintains professional independence, goodwill and trust
- working practices
- systems to protect individual and the interests of society
- a culture of honesty and equity with people
- personal responsibility for own decisions and the decisions of others in organisation
- ethical and unethical behaviour
- establish a system of communication to report instances of unethical behaviour
- explain how to implement improvements where areas of weakness have been identified.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following item(s) which are considered to be common and key to demonstrating competence.

1. Instructions given and guidance provided about work activities (1.1, 1.2, 1.3, 1.6) [ALL].
2. Proposal(s) presented, including clarification and alternatives suggested (1.1, 1.4, 1.5, 1.6) [1.1, 1.2, 1.3, 1.4].

Process evidence

1. Instructions, guidance and presentations (ALL) [ALL].

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key to demonstrating competence.

1. Records of personal development aims and objectives that include sources of support and guidance and selected benchmarks of competence and reviews and updating (3.1, 3.2, 3.3, 3.8).
2. Profiles of present competence identified against benchmarks of competence (3.4) [3.4].
3. Development plans which include identified development needs (3.4, 3.5) [3.5].
4. Records of developed progress achievement and evidence of competence identified against benchmarks of competence (3.6, 3.7) [3.4, 3.6].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to develop and maintain working relationships	1.1	Develop and maintain working relationships with people which promote goodwill and trust			
		1.2	Instruct people about work activities in an appropriate level of detail and with an appropriate degree of urgency			
		1.3	Provide guidance and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments			
		1.4	Present proposals for action clearly to people at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved			
		1.5	Acknowledge objections to proposals and suggest alternative proposals			
		1.6	Resolve conflicts and differences of opinion in ways which minimise offence and maintain goodwill, trust and respect			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to develop and maintain working relationships	2.1	Propose how to develop working relationships with people which promote goodwill and trust			
		2.2	Explain how to maintain working relationships with people which promote goodwill and trust			
		2.3	Explain how to instruct people about work activities in an appropriate level of detail and with an appropriate degree of urgency			
		2.4	Explain how to provide guidance and help to people about work activities with sensitivity			
		2.5	Explain how to encourage questions, requests for clarification and comments			
		2.6	Explain how to present proposals for action to people at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved			
		2.7	Explain how to acknowledge objections to proposals			
		2.8	Propose how to suggest alternative proposals where objections have been raised in respect of existing proposals			
		2.9	Propose how to resolve conflicts and differences of opinion in ways which minimise offence, and maintain goodwill, trust and respect			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to undertake personal development in the occupational practice area	3.1	Define the aims and objectives for undertaking personal development			
		3.2	Identify and contact sources of support and guidance for undertaking personal development			
		3.3	Identify and select relevant benchmarks of competence against which personal development can be measured			
		3.4	Analyse the current personal level of performance against the identified benchmarks of competence and record a profile of present competence and personal development needs			
		3.5	Prepare a development plan for achieving identified development needs			
		3.6	Undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities			
		3.7	Measure achievement of identified development needs and record evidence of competence gained against the identified benchmarks of competence			
		3.8	Review the cycle of personal development aims and objectives and revise and update aims and objectives to suit changing circumstances			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to undertake personal development in the occupational practice area	4.1	Evaluate how to define the aims and objectives for undertaking personal development			
		4.2	Describe what to identify as sources of support and guidance for undertaking personal development			
		4.3	Explain how to contact sources of support and guidance for undertaking personal development			
		4.4	Describe what to identify as relevant benchmarks of competence against which personal development can be measured			
		4.5	Evaluate how to select relevant benchmarks of competence against which personal development can be measured			
		4.5	Examine how to analyse the current personal level of performance against the identified benchmarks of competence			
		4.6	Explain how to record a profile of present competence and personal development needs			
		4.7	Explain how to record a profile of present competence and personal development needs			
		4.8	Explain how to prepare a development plan			
		4.9	Evaluate how to undertake development activities			
		4.10	Examine how to review progress and the effectiveness of the activities			
		4.11	Explain how to record progress and the effectiveness of the activities			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.12 Explain how to measure achievement of identified development needs against the identified benchmarks of competence			
		4.13 Explain how to record evidence of competence gained against the identified benchmarks of competence			
		4.14 Examine how to review the cycle of personal development aims and objectives			
		4.15 Explain how to revise and update personal development aims and objectives to suit changing circumstances			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to practice in an ethical manner	5.1	Take clear and unequivocal personal responsibility for your own decisions and the decisions of others in your organisation			
		5.2	Behave in an ethical manner and take appropriate action if unethical behaviour is brought to your attention			
		5.3	Establish a system of communication to report instances of unethical behaviour which encourages responsibility and empowerment at all levels			
		5.4	Offer judgements and advice which recognise the needs of other people			
		5.5	Manage criteria that identify offers and contracts which are illegal and which may generate conflicts of interest and reject those that fail the criteria			
		5.6	Define the limits of your professional expertise and set perimeters to work within them			
		5.7	Disclose information obtained from clients only to those who have a legitimate right to receive it			
		5.8	Check that formal and informal contracts and agreements for advisory and problem solving services conform to legal requirements, ethical standards and recognised good practice and that service providers adhere to relevant conditions			
		5.9	Communicate with clients in a style and manner which maintains professional independence and maximises goodwill and trust			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.10 Define and agree the working practices and the expectations of the people involved in the contract			
		5.11 Manage systems to protect individual and the interests of society and to indemnify clients where the advice given results in loss or damage to the client			
		5.12 Keep all funds, including interest, held on behalf of clients, separate from personal and organisational funds			
		5.13 Promote a culture of honesty and equity with people, identify areas of weakness and recommend or implement improvements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to practice in an ethical manner	6.1	Explain how to take clear and unequivocal personal responsibility for your own decisions and the decisions of others in your organisation			
		6.2	Explain how to behave in an ethical manner and take appropriate action if unethical behaviour is brought to your attention			
		6.3	Explain how to establish a system of communication to report instances of unethical behaviour which encourages responsibility and empowerment at all levels			
		6.4	Evaluate how to offer judgements and advice which recognise the needs of other people			
		6.5	Evaluate how to manage criteria that identify offers and contracts which are illegal and which may generate conflicts of interest and reject those that fail the criteria			
		6.6	Evaluate how to define the limits of your professional expertise and set perimeters to work within them			
		6.7	Explain how to disclose information obtained from clients only to those who have a legitimate right to receive it			
		6.8	Explain how to check that formal and informal contracts and agreements for advisory and problem solving services conform to legal requirements, ethical standards and recognised good practice and that service providers adhere to relevant conditions			
		6.9	Explain how to communicate with clients in a style and manner which maintains professional independence and maximises goodwill and trust			
		6.10	Evaluate how to define the working practices and the expectations of the people involved in the contract			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.11 Evaluate how to agree the working practices and the expectations of the people involved in the contract			
	6.12 Evaluate how to manage systems to protect individual and the interests of society and to indemnify clients where the advice given results in loss or damage to the client			
	6.13 Explain how to keep all funds, including interest, held on behalf of clients, separate from personal and organisational funds			
	6.14 Propose how to promote a culture of honesty and equity with people			
	6.15 Describe how to identify areas of weakness and recommend improvements			
	6.16 Explain how to implement improvements where areas of weakness have been identified			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Plan Measured Surveys in Construction Contracting Operations Management

Unit reference number: K/505/8218

Level: 6

Credit value: 14

Guided learning hours: 40

Unit summary

This unit is about identifying what outputs are required from a survey, choosing appropriate survey methods and selecting people to carry out the work.

You will need to identify the data needed required from the survey. You must also analyse and assess existing information and investigate any access problems. You will also need to choose survey methods and commission people and organisations to carry out the survey.

You will need to assess any constraints that may affect the planning of the survey, and obtain permissions from owners of the sites and legal authorities. You must estimate the costs of the survey, plan and schedule the survey and identify and implement quality assurance and safety standards.

You will need to identify the factors for investigation, selecting any critical aspects of the site and surrounding area. You must also summarise priorities and costs in an investigation brief, and contact people and organisations affected by the investigation.

You will need to choose methods and techniques for the investigation. You should identify, collect, and collate the investigation data and analyse and evaluate it. You will also need to identify and record the opportunities and constraints and assess previous solutions to similar problems. You must present the findings and important factors, and assemble any supporting data that is not included in the report.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Survey – method:

- visual
- approximate measured
- detailed measurement of all specified features
- graphic
- instrumental.

2. Existing information:

- photographs
- maps
- charts
- drawings
- archive records
- legal documents.

Learning outcomes 3 and 4

1. Information:

- photographs
- maps
- charts
- drawings
- archive records
- legal documents.

2. Survey:

- visual
- approximate measured
- detailed measurement of all specified features
- graphic
- instrumental.

Learning outcomes 5 and 6

1. Factors for investigation:

- historical
- conservation
- social
- visual and spatial
- ecological and environmental
- construction.

Learning outcomes 7 and 8

1. Methods and techniques for the investigation:

- documentary and record search
- investigative research
- field research.

2. Data:

- photographs
- maps
- charts
- drawings
- archive records
- legal documents
- surveys.

3. Factors:

- historical
- conservation
- social
- visual and spatial
- ecological and environmental
- construction.

4. Opportunities and constraints:

- project type, purpose, location
- durability
- occupancy
- significance/status
- legal and regulatory constraints
- physical and technical constraints
- health and safety

- anticipated development timetable
- environmental quality and sustainability.

5. Presenting:

- orally
- in writing
- graphically
- electronically.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following item(s) which are considered to be common and key to demonstrating competence.

1. Record(s) of a preliminary investigation which identifies the data requirements and an assessment of existing information and needs (1.1, 1.2, 1.3) [ALL].
2. Records of survey methods chosen (1.4) [1.2].
3. Records of commissioned surveys (1.5) [1.1, 1.2].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Plan(s) and schedule(s) for survey(s); assessed constraints; expert advice; permissions; cost estimates; identified quality assurance and safety standards (ALL) [ALL].
2. Method statement(s), programme(s) and budget(s) for survey(s) (3.5) [3.2].

Process evidence: not applicable.

Learning outcome 5

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Investigation brief(s) including significant factors; critical aspects of site and surroundings; priorities; time and costs (5.1, 5.2, 5.3) [5.1].
2. Record(s) of permissions and insurance (5.4, 5.5).
3. Record(s) of commissioning investigations (5.7) [5.1].
4. Specification(s) for contractor(s) (5.7).

Process evidence

1. Discussion(s) and meeting(s) (5.1) [5.1].

Learning outcome 7

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Evaluation(s) of investigation data (7.1, 7.2, 7.3) [7.1, 7.2, 7.3].
2. Summary(ies) of problems provided to experts (7.4) [7.3, 7.4].
3. Findings from investigations which include: opportunities and constraints for project development options; previous solutions; factors; supporting data (7.5, 7.6, 7.7, 7.8, 7.9) [7.2, 7.3, 7.4, 7.5].

Process evidence:

1. Presentation(s) of the evaluation report (7.7) [7.3, 7.5].

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify investigation requirements	1.1	Identify the factors for investigation that may be significant for the planned development by examining documents, setting up and facilitating discussions and meetings			
		1.2	Select the critical aspects of both the site and the surrounding areas which require investigation and prioritise them			
		1.3	Agree the priorities for investigation, an accurate estimate of the time and costs involved, and summarise both the priorities and estimates in an investigation brief			
		1.4	Obtain any permission that will be needed to carry out the investigation and confirm that they are valid before the investigation starts			
		1.5	Contact people and organisations who will be affected by the investigation, provide them with clear and accurate information and ask for their cooperation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to identify investigation requirements	2.1	Describe what to identify as the factors for investigation that may be significant for the planned development by examining documents, setting up and facilitating discussions and meetings			
		2.2	Evaluate how to select the critical aspects of both the site and the surrounding areas which require investigation			
		2.3	Examine how to prioritise the critical aspects of both the site and the surrounding areas which require investigation			
		2.4	Evaluate how to agree the priorities for investigation, an accurate estimate of the time and costs involved, and summarise both the priorities and estimates in an investigation brief			
		2.5	Explain how to obtain any permission that will be needed to carry out the investigation and confirm that they are valid before the investigation starts			
		2.6	Explain how to contact people and organisations that will be affected by the investigation, provide them with clear and accurate information and ask for their cooperation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to identify survey requirements	3.1	Identify what survey information is needed, how accurate it needs to be and what information outputs are required from the survey			
		3.2	Analyse and assess how accurate, up to date and complete the existing information is, and decide what additional information is needed			
		3.3	Make a preliminary investigation to identify any access problems and equipment which will be needed, and assess the implications for the survey			
		3.4	Choose survey methods which are suitable for the type of survey and the site			
		3.5	Commission surveys by selecting people and organisations that are competent to do the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to identify survey requirements	4.1	Describe what to identify as the survey information needed, how accurate it needs to be and what information outputs are required from the survey			
		4.2	Examine how to analyse and assess how accurate, up-to-date and complete the existing information is			
		4.3	Evaluate how to decide what additional information is needed			
		4.4	Examine how to make a preliminary investigation to identify any access problems and equipment which will be needed, and assess the implications for the survey			
		4.5	Evaluate how to choose survey methods which are suitable for the type of survey and the site			
		4.6	Evaluate how to commission surveys by selecting people and organisations who are competent to do the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to select survey processes and operations	5.1	Assess any constraints which might affect the planning of the survey and limit the processes which are selected			
		5.2	Consult with experts for advice where additional, specialist information is needed			
		5.3	Ask for and obtain permission to carry out the survey from owners of sites who will be affected, and from any legal authorities which have to be notified			
		5.4	Plan the surveys which will be needed and schedule them to meet the requirements of the project			
		5.5	Estimate and justify the cost of the survey			
		5.6	Develop a clear and concise method statement, a programme and a budget for the survey, and agree them with the stakeholders			
		5.7	Identify and implement quality assurance and safety standards which are suitable for the survey			
		5.8	Check and confirm that insurance has been taken out to provide full cover against accidents and negligence			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to select survey processes and operations	6.1	Examine how to assess any constraints which might affect the planning of the survey and limit the processes which are selected			
		6.2	Explain how to consult with experts for advice where additional, specialist information is needed			
		6.3	Explain how to ask for and obtain permission to carry out the survey from owners of sites who will be affected and from any legal authorities which have to be notified			
		6.4	Propose how to plan the surveys which will be needed			
		6.5	Examine how to schedule surveys to meet the requirements of the project			
		6.6	Examine how to estimate the cost of the survey			
		6.7	Evaluate how to justify the cost of the survey			
		6.8	Propose how to develop a clear and concise method statement, a programme and a budget for the survey			
		6.9	Evaluate how to agree a clear and concise method statement, a programme and a budget for the survey with stakeholders			
		6.10	Describe what to identify as quality assurance and safety standards which are suitable for the survey			
		6.11	Explain how to implement quality assurance and safety standards which are suitable for the survey			
		6.12	Explain how to implement quality assurance and safety standards which are suitable for the survey			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to investigate and evaluate project factors	7.1	Choose methods and techniques for the investigation which are valid, reliable, consistent with legal requirements and which recognise concerns raised by the public			
		7.2	Identify investigation sources and collect and collate relevant information			
		7.3	Analyse and evaluate the investigation information which has been collected about all of the significant factors affecting the project development			
		7.4	Consult with experts on specific problems which are relevant to the investigation by providing them with an accurate summary of the problems			
		7.5	Identify and record the opportunities and constraints for project development options			
		7.6	Identify and assess previous solutions which are similar to the current circumstances to see whether they are relevant and useful			
		7.7	Present accurate findings which clearly describe all the important factors			
		7.8	State clearly the authority for assumptions and projections used in the report			
		7.9	Assemble any supporting information which is relevant to the study, but which is not included in the report, store it safely and index it clearly for future reference			
		7.10	Evaluate the results of the investigation and decide on an appropriate course of action			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Understand how to investigate and evaluate project factors	8.1	Evaluate how to choose methods and techniques for the investigation which are valid, reliable and consistent with legal requirements and which recognise concerns raised by the public			
		8.2	Describe what to identify as investigation sources			
		8.3	Explain how to collect and collate relevant information			
		8.4	Examine how to analyse the investigation information which has been collected about all of the significant factors affecting the project development			
		8.5	Explain how to evaluate the investigation information which has been collected about all of the significant factors affecting the project development			
		8.6	Explain how to consult with experts on specific problems which are relevant to the investigation by providing them with an accurate summary of the problems			
		8.7	Describe what to identify as the opportunities and constraints for project development options			
		8.8	Explain how to record the opportunities and constraints for project development options			
		8.9	Describe what to identify as previous solutions which are similar to the current circumstances to see whether they are relevant and useful			
		8.10	Examine how to assess previous solutions which are similar to the current circumstances to see whether they are relevant and useful			
		8.11	Explain how to present accurate findings which clearly describe all the important factors			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.12 Explain how to state clearly the authority for assumptions and projections used in the report			
		8.13 Explain how to assemble any supporting information which is relevant to the study, but which is not included in the report, store it safely and index it clearly for future reference			
		8.14 Explain how to evaluate the results of the investigation and decide on an appropriate course of action			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Establish the Condition of Property in Construction Contracting Operations Management

Unit reference number: D/505/8250

Level: 6

Credit value: 14

Guided learning hours: 40

Unit summary

This unit is about assessing the condition of property and recommending a condition survey process.

You will gain the ability to select and evaluate relevant information methods and techniques for the condition survey process. You will also recommend a condition survey process and present it to the client. You will then assess the opinions of other people included in the recommendation and agree and confirm the instructions for the condition survey before the work starts.

You will gain the ability to evaluate data to identify the purpose of the inspection. You must also check and confirm that people affected by condition inspection have given their permission. You will then examine actual and potential causes of failure and identify parts of the property that do not conform to statutory requirements.

You will gain the ability to assemble and collate information on the condition survey, and select evaluation methods and techniques appropriate to the type of property. You will then select evidence for the assessment of the property's condition, analyse evidence and information, and identify causes of failure and deterioration.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Information and documents – sources:

- land registry
- local search
- statutory notice
- acts of parliament
- local authority.

2. Condition survey:

- letting
- compensation
- insurance
- dilapidation
- tenant right
- condition
- estimate.

3. Relevant information:

- legal
- physical
- previous surveys
- technical
- historical.

4. Significant factors:

- degree of urgency
- gaps in information
- susceptibility to damage
- safety requirements.

Learning outcomes 3 and 4

1. Data – sources:

- the client
- land registry
- local search
- tenants
- occupiers
- local authorities.

2. Condition inspection:

- letting
- compensation
- insurance
- dilapidation
- tenant right
- condition
- estimate.

3. Record:

- in writing
- graphically
- electronically.

4. Conventions:

- relevant professional bodies' guidance
- in house
- health and safety legislation
- industry standards and legislation.

Learning outcomes 5 and 6

1. Information – sources:

- the client
- land registry
- local search
- tenants
- occupiers
- survey data
- local authorities
- industry standards and legislation
- published technical data.

2. Condition survey:

- letting
- compensation
- insurance
- dilapidation
- tenant right
- condition
- estimate.

3. Evaluation methods and techniques:

- comparison
- quantitative
- qualitative
- risk assessment.

4. Report:

- in writing
- graphically
- electronically.

5. Necessary remedial work due to:

- susceptibility to damage
- safety requirements
- need to inhibit deterioration
- minimum legal standards
- in-house standards.

6. Relevant factors:

- costs
- specialist reports.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Evaluation(s) of information, advice and significant factors which include objectives and purpose, selected methods and techniques (1.1, 1.2, 1.3, 1.4, 1.5) [ALL].
2. Recommendation(s) for condition survey processes which include assessments of the status and validity of others' opinions and judgements (1.6, 1.7) [1.2].
3. Instruction(s) and agreement(s) for condition survey(s) (1.8) [1.2].

Process evidence

1. Presentation(s) and agreement(s) for condition survey(s) (1.8) [1.2].

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following item(s) which are considered to be common and key to demonstrating competence.

1. Evaluation(s) of available and additional data (3.1, 3.4) [3.1].
2. Record(s) of inspection(s) which include equipment, resources and advice obtained, permissions, observations and measurements, agreed formats and conventions (3.1, 3.2, 3.3) [3.2, 3.3, 3.4].
3. Record(s) of further investigation(s) to identify the cause of inconsistencies and actual and potential causes of failure and deterioration (3.5, 3.6) [3.1, 3.2].
4. Record(s) of parts of the property that do not conform to statutory requirements (3.7) [3.3, 3.4].

Process evidence: not applicable.

Learning outcome 5

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Condition survey which includes evaluations of collated information use appropriate methods and techniques, analysed evidence, identified causes of failure and deterioration, specified level of condition, recommended remedial work, qualifications and explanations (ALL) [ALL].
2. Record(s) of responses to client's questions (5.8) [5.2].
3. Internal record(s) (5.9) [5.1].

Process evidence

1. Response(s) and clarification given to clients (5.8) [5.2].

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to recommend and agree a condition survey process	1.1	Collate available information and documents and identify the objectives and purpose of the condition survey			
		1.2	Select valid, accurate and relevant information for the condition survey process			
		1.3	Identify the levels and types of professional support which will be needed and brief advisers with clear and accurate summaries of the information available			
		1.4	Select methods and techniques for the condition survey process which meet the requirements of relevant professional codes of practice			
		1.5	Evaluate relevant information and advice and identify significant factors which may influence the condition survey			
		1.6	Recommend a condition survey process which is justified by the evaluation, present it clearly and explain it to the client in a manner which promotes goodwill and trust			
		1.7	Assess the validity of the opinions of other people which are included in the recommendation			
		1.8	Agree and confirm the instructions and agreements for the condition survey before work starts			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to recommend and agree a condition survey process	2.1	Explain how to collate available information and documents			
		2.2	Describe what to identify as the objectives and purpose of the condition survey			
		2.3	Evaluate how to select valid, accurate and relevant information for the condition survey process			
		2.4	Describe what to identify as the levels and types of professional support which will be needed			
		2.5	Explain how to brief advisers with clear and accurate summaries of the information available			
		2.6	Evaluate how to select methods and techniques for the condition survey process which meet the requirements of relevant professional codes of practice			
		2.7	Explain how to evaluate relevant information and advice			
		2.8	Describe how to identify significant factors which may influence the condition survey			
		2.9	Propose how to recommend a condition survey process			
		2.10	Explain how to present and explain the condition survey process to the client			
		2.11	Examine how to assess the validity of the opinions of other people which are included in the recommendation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.12	Evaluate how to agree the instructions and agreements for the condition survey before work starts			
		2.13	Explain how to confirm the instructions and agreements for the condition survey before work starts			
3	Be able to investigate property for condition	3.1	Evaluate available information, identify the purpose of the inspection and obtain the equipment and resources and specialist advice that will be needed			
		3.2	Check and confirm, before starting the condition inspection, that people who will be affected have given their permission			
		3.3	Take accurate observations and measurements which are necessary for the condition inspection and record them clearly, accurately and completely using agreed formats and conventions			
		3.4	Identify gaps in information and obtain additional information needed about the property and its use			
		3.5	Make further investigations when observations are inconsistent with existing information and expected findings, and accurately identify the cause of inconsistencies			
		3.6	Examine actual and potential causes of failure, deterioration and decay			
		3.7	Identify and record parts of the property which do not conform to statutory requirements and circulate the findings to people who have an interest			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to investigate property for condition	4.1	Explain how to evaluate available information			
		4.2	Describe what to identify as the purpose of the inspection			
		4.3	Explain how to obtain the equipment and resources and specialist advice that will be needed			
		4.4	Explain how to check and confirm before starting the condition inspection, that people who will be affected have given their permission			
		4.5	Explain how to take and record accurate observations and measurements which are necessary for the condition inspection, using agreed formats and conventions			
		4.6	Describe what to identify as gaps in information			
		4.7	Explain how to obtain additional information needed about the property and its use			
		4.8	Explain how to make further investigations when observations are inconsistent with existing information and expected findings and identify the cause of inconsistencies			
		4.9	Examine how to examine actual and potential causes of failure, deterioration and decay			
		4.10	Describe what to identify as parts of the property that do not conform to statutory requirements			
		4.11	Explain how to record those parts of the property which do not conform to statutory requirements and circulate the findings to people who have an interest			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to prepare and present condition survey reports and records	5.1	Assemble and collate information on the condition survey			
		5.2	Select evaluation methods and techniques which are appropriate to the type of property and which meet the requirements of professional standards and codes of practice			
		5.3	Select evidence for the assessment of condition which is accurate, complete and relevant to the requirements of the condition survey process			
		5.4	Analyse all relevant evidence and information using appropriate methods and techniques and make a realistic assessment of condition to identify causes of failure, deterioration and decay			
		5.5	Prepare a condition survey report which is accurate, complete, meets relevant codes of practice and standards, clearly specifies the level of condition, recommends any necessary remedial work, and is qualified by any relevant factors			
		5.6	Explain clearly where and why accurate inspection and measurement has not been possible			
		5.7	Answer the client's questions about the condition survey and give appropriate clarification			
		5.8	Maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to prepare and present condition survey reports and records	6.1	Explain how to assemble and collate information on the condition survey			
		6.2	Evaluate how to select evaluation methods and techniques which are appropriate to the type of property and which meet the requirements of professional standards and codes of practice			
		6.3	Evaluate how to select evidence for the assessment of condition which is accurate, complete and relevant to the requirements of the condition survey process			
		6.4	Examine how to analyse all relevant evidence and information using appropriate methods and techniques and make a realistic assessment of condition to identify causes of failure, deterioration and decay			
		6.5	Explain how to prepare a condition survey report			
		6.6	Explain clearly where and why accurate inspection and measurement has not been possible			
		6.7	Explain how to answer the client's questions about the condition survey and give appropriate clarification			
		6.8	Explain how to maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7:

Identify, Assess and Evaluate Project Requirements in Construction Contracting Operations Management

Unit reference number: F/505/8256

Level: 6

Credit value: 18

Guided learning hours: 50

Unit summary

This unit is about the procurement and use of resources. You will gain the ability to identify and agree goals and priorities with the project stakeholders. You will also identify the function and performance requirements for the project. You will need to clarify, summarise and present the project requirements and stakeholder preferences, challenge any preferences that are not realistic and decide valid options.

You will gain the ability to identify where resources will be needed and how to obtain them. You will then need to analyse the factors that will influence the procurement and use of resources. You will also check that resources have been estimated, and that opportunities and constraints have been evaluated and presented to decision makers. You will also produce a report on the procurement and use of resources.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Agree:

- direct with a client
- by negotiation and agreement with a partnering team.

2. Project stakeholders:

- the client
- the client's financial advisers
- design consultants
- potential contractors
- potential subcontractors and suppliers
- potential investors
- funding agencies
- independent client advisers
- user groups.

3. Goals and priorities:

- quantity
- quality
- cost
- time
- development
- improvement
- use
- whole-life costs
- environmental impact and sustainability
- security.

4. Clarify the project stakeholders' requirements by:

- reference to standard documentation
- checklists
- client consultation
- questionnaires
- comparative field research
- market research.

5. Constraints and risks

- cost
- time
- health and safety
- the environment.

6. Presenting:

- orally
- in writing
- graphically
- electronically.

Learning outcomes 3 and 4

1. Identify by:

- standard lists and procedures
- investigative research.

2. Resources:

- plant
- labour
- materials
- subcontractors.

3. Factors that will influence the procurement of resources:

- forms of contract
- availability
- cost
- insurances
- time and period required
- transport
- delivery dates
- recoverable costs
- discounts

- service support
- environmental impact and sustainability
- political sensitivities
- legal and regulatory constraints on access and use
- permits
- sustainability.

4. Factors that will influence the use of resources:

- people
- use of materials
- sustainability
- equipment
- construction methods
- contracting methods
- quantity
- quality standards
- climate
- legal and regulatory constraints
- health, safety and welfare
- infrastructure.

5. Presenting:

- orally
- in writing
- graphically
- electronically.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Summary(ies) of stakeholder goals, priorities and requirements (1.1, 1.2, 1.3, 1.4) [ALL].
2. Options agreed in writing (1.5) [1.2].

Process evidence

1. Presentation(s) of the summary(ies) of requirements and preferences (1.4) [1.2, 1.6].

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Report(s) on the procurement and use of resources which include: areas of development where resources will be needed; investigations to quantify the resources; costs programmes and statements of purpose; influencing factors; potential opportunities and constraints; impact; checks of estimated resources; calculations; amendments to reflect feedback (ALL) [ALL].

Simulations are not considered to be acceptable for producing evidence for this element.

Process evidence

1. Presentation(s) of evaluation report(s) (3.5) [3.5].

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify, assess and agree project requirements and stakeholder preferences	1.1	Identify and agree with project stakeholders what their goals and priorities are both now and for the future			
		1.2	Summarise, present and clarify the project stakeholders' requirements, the options available and the constraints and risks which might apply to the project			
		1.3	Challenge project requirements and stakeholders' preferences which do not appear to be realistic, decide valid options and agree them in writing			
		1.4	Investigate economic factors and resources, environmental and ecological factors, and social views that affect the future asset value and sustainability of potential development			
		1.5	Evaluate the best balance between the potential asset value and sustainability and project design, function, performance and return on investment			
		1.6	Decide whether and how to implement the potential sustainable development approach in order to achieve key requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to identify, assess and agree project requirements and stakeholder preferences	2.1	Describe what to identify as the project stakeholders' goals and priorities both now and in the future			
		2.2	Evaluate how to agree with the project stakeholders what their goals and priorities are, both now and in the future			
		2.3	Explain how to summarise, present and clarify the project stakeholders' requirements, the options available and the constraints and risks which might apply to the project			
		2.4	Examine how to challenge project requirements and stakeholders' preferences			
		2.5	Evaluate how to decide which options are valid and agree them in writing			
		2.6	Examine how to investigate economic factors and resources, environmental and ecological factors, and social views that affect the future asset value and sustainability of potential development			
		2.7	Explain how to evaluate the best balance between the potential asset value and sustainability and project design, function, performance and return on investment			
		2.8	Evaluate how to decide whether to implement the potential sustainable development approach in order to achieve key requirements			
		2.9	Explain how to implement the potential sustainable development approach in order to achieve key requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to identify, assess and evaluate resource procurement factors	3.1	Identify the areas of the development where resources will be needed and plan an investigation to quantify the resources and to decide where to obtain them			
		3.2	Agree realistic costs, programmes and clear statements of purpose for investigation with the stakeholders			
		3.3	Analyse the factors which will influence the procurement and use of resources			
		3.4	Identify potential opportunities and constraints and assess the impact these might have on the practicability and efficiency of the development process			
		3.5	Check that the resources that will be needed have been estimated, summarise potential opportunities and constraints and evaluate how these will affect both the financing and the programming of the project			
		3.6	Present the calculations and evaluation to decision makers, note their advice and amend the evaluation to reflect the feedback received			
		3.7	Produce a report on the procurement and use of resources which will enable a procurement strategy to be implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to identify, assess and evaluate resource procurement factors	4.1	Describe what to identify as the areas of the development where resources will be needed			
		4.2	Propose how to plan an investigation to quantify the resources			
		4.3	Evaluate how to decide where to obtain the resources			
		4.4	Evaluate how to agree realistic costs, programmes and clear statements of purpose for investigation with the stakeholders			
		4.5	Evaluate how to agree realistic costs, programmes and clear statements of purpose for investigation with the stakeholders			
		4.6	Examine how to assess the impact which potential opportunities and constraints might have on the practicability and efficiency of the development process			
		4.7	Explain how to check the resources that will be needed have been estimated			
		4.8	Explain how to summarise potential opportunities and constraints			
		4.9	Explain how to evaluate how resource needs, potential opportunities and constraints will affect both the financing and the programming of the project			
		4.10	Explain how to present the calculations and evaluation to decision makers, note their advice and amend the evaluation to reflect the feedback received			
		4.11	Explain how to produce a report on the procurement and use of resources			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Develop and Agree Detailed Project Designs in Construction Contracting Operations Management

Unit reference number: T/505/8268

Level: 6

Credit value: 20

Guided learning hours: 60

Unit summary

This unit is about choosing methods for developing detailed designs. It is also about selecting, investigating and analysing the construction and installation criteria and selecting products and design solutions to meet the requirements of the brief.

You will need to select and decide the importance of the construction and installation requirements contained in the brief. You will then investigate and analyse the construction and installation criteria and select products and processes that meet them. You should then assess existing design solutions; choose solutions and evaluate them against the requirements of the project brief.

You will need to identify and analyse factors that will influence the detailed design solutions, and agree and apply criteria for selecting design solutions. You will evaluate the effectiveness of design solutions; analyse and test design solutions against relevant factors; and record data from calculations, investigations and analyses, and then select preferred designs and present them to stakeholders. You will recommend, present and justify the benefits of the preferred design solution to project stakeholders. You will need to confirm the costs and implementation time for the design solution.

You will need to reach agreement with stakeholders on the detailed design solution.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Parts of the overall project design:

- location
- assembly
- component.

2. Format for presenting the detailed design information:

- in writing
- graphically
- electronically.

3. Stakeholders:

- the client
- consultants
- potential contractors
- potential subcontractors and suppliers
- regulatory authorities.

4. Evaluation

- fitness for purpose
- design coherence and consistency
- visual and spatial
- functional performance
- technical performance
- requirements of relevant legislation and codes
- cost
- environmental quality and sustainability
- buildability
- health and safety
- KPIs
- lean construction
- value engineering.

5. Methods:

- comparison with regulations
- conformance with codes of practice
- relevant previous solutions and feedback
- calculations
- full size working drawings
- investigations
- testing.

Learning outcomes 3 and 4

1. Construction and installation requirements contained in the project brief:

- client and user context
- project type
- purpose
- location
- durability
- scale
- occupancy
- legal and regulatory constraints
- programme budget and anticipated development timetable
- surrounding environment
- specified materials and component performance standards
- specified technical performance standards
- available and projected technology
- health and safety
- buildability.

2. Construction and installation criteria which are significant to the overall design:

- construction processes and quality control
- materials appearance, availability and sustainability
- structural forms
- component life
- heating and cooling
- energy use
- surface type and durability
- occupancy
- health and safety

- fire protection
- access
- equipment performance
- resource availability
- transportation
- risk assessment.

3. Products:

- raw materials
- manufactured materials
- components
- systems.

4. Standards:

- British Standards and Codes of Practice
- BBA certificates
- EU Standards
- trade advisory guidance publications
- BRE publications
- CIRIA publications.

Learning outcomes 5 and 6

1. Identify:

- standard lists and procedures
- investigative research.

2. Factors:

- physical conditions
- technical (including materials performance and availability, structural forms, component life, heating and cooling, surface type and durability, occupancy, health and safety, fire protection, access, equipment performance, plant availability, human resource availability, transportation)
- environmental (sustainability, energy use, resource availability).

3. Data:

- identified construction criteria
- existing design solutions
- potential conceptual solutions.

4. Criteria:

- function
- physical
- fit and tolerances
- practicality and buildability
- health and safety
- maintenance
- cost factors
- materials availability and capability
- environmental quality and sustainability
- aesthetics
- technical.

5. Investigations:

- comparison with regulations
- specialist guidance and good practice
- relevant previous solutions and feedback
- calculations
- full-size working drawings.

6. Stakeholders:

- the client
- the client's financial advisers
- consultants
- potential contractors
- potential subcontractors and suppliers
- regulatory authorities.

7. Presenting and justifying – by use:

- sketches
- scale and full-size drawings
- physical models
- computer generated data
- diagrams
- mock-ups
- written reports
- cost estimates
- programming
- cash analysis
- approvals from regulatory authorities.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Records of identified parts of the overall project which require a detailed design including a chosen format for presenting the detailed design information (1.1, 1.2, 1.3) [1.1, 1.2, 1.3].
2. Record(s) of chosen methods for developing detailed designs and codes of practice (1.4) [1.5].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Plan(s) for investigations to select construction and installation requirements and criteria and potential opportunities and constraints (3.1, 3.2, 3.3) [3.1, 3.2].
2. Record(s) of investigations and analyses of construction and installation criteria which are significant to the overall design (3.2, 3.3) [3.2].
3. Record(s) of selected products (3.4) [3.2, 3.3, 3.4].
4. Assessment(s) of existing design solutions and evaluations of chosen solutions (3.5, 3.6) [3.1, 3.2].

Process evidence: not applicable.

Learning outcome 5

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Record(s) of agreed criteria for selecting detailed design solutions which include identified and analysed factors and data (5.1, 5.2, 5.3) [5.1, 5.2, 5.3, 5.4].
2. Record(s) of selected, preferred design solutions and those that might be useful in other projects (5.6, 5.7).
3. Record(s) of data from calculations, investigations and analyses including re-check (5.4, 5.5) [5.2, 5.5].

Process evidence

1. Presentation(s) of preferred designs (5.6).

Learning outcome 7

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Information provided to project stakeholders (7.1) [7.1].
2. Records of presentation(s) and justification(s) of recommended design solutions (7.2, 7.3, 7.4) [7.1, 7.2].
3. Agreement(s) to move to the next stage of the project (7.5) [7.1].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify and coordinate the methods for preparing initial designs	1.1	Identify which parts of the overall project require a detailed design			
		1.2	Identify and evaluate interfaces between parts of the project design			
		1.3	Choose methods for developing detailed designs and associated information and codes of practice			
		1.4	Agree with stakeholders, the costs, timetables and clear statements of purpose for the project stage			
2	Understand how to identify and coordinate the methods for preparing initial designs	2.1	Describe what to identify as parts of the overall project which require a detailed design			
		2.2	Describe what to identify as interfaces between parts of the project design			
		2.3	Explain how to evaluate interfaces between parts of the project design			
		2.4	Evaluate how to choose methods for developing detailed designs and associated information and codes of practice			
		2.5	Evaluate how to agree with stakeholders, the costs, timetables and clear statements of purpose for the project stage			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to select materials, components and systems	3.1	Investigate the construction and installation criteria which are significant to the overall design and what potential opportunities and constraints there might be in meeting them			
		3.2	Analyse the construction and installation criteria which are significant to the overall design, both individually and in combination with other project considerations			
		3.3	Select products which meet the identified construction and installation criteria and standards, and which balance cost and quality			
		3.4	Assess whether existing design solutions which contain similar construction and installation criteria might be relevant			
		3.5	Choose the solutions which best meet the significant construction and installation requirements, evaluate them against the requirements of the project brief and keep records of them for the project team			
		3.6	Select and decide the relative importance of construction and installation requirements which are contained in the project brief			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to select materials, components and systems	4.1	Examine how to investigate the construction and installation criteria which are significant to the overall design and what potential opportunities and constraints there might be in meeting them			
		4.2	Examine how to analyse the construction and installation criteria which are significant to the overall design, both individually and in combination with other project considerations			
		4.3	Evaluate how to select products which meet the identified construction and installation criteria and standards, and which balance cost and quality			
		4.4	Examine how to assess whether existing design solutions which contain similar construction and installation criteria might be relevant			
		4.5	Evaluate how to choose the solutions which best meet the significant construction and installation requirements			
		4.6	Explain how to evaluate solutions against the requirements of the project brief and keep records of them for the project team			
		4.7	Evaluate how to select and decide the relative importance of construction and installation requirements which are contained in the project brief			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to analyse, select and present detailed design solutions	5.1	Identify factors which are likely to influence design solutions			
		5.2	Analyse and prioritise the factors which will influence the design solution and resolve any conflicts between them			
		5.3	Agree and apply criteria for selecting solutions			
		5.4	Analyse and test the design solutions against all relevant factors			
		5.5	Record investigations and analyses including supporting information and pass them on for approval by others			
		5.6	Select the preferred designs and present them appropriately to stakeholders			
		5.7	Confirm with stakeholders what the recommended detailed design solution will cost and how long it will take to implement			
		5.8	Reach an agreement on the detailed design solution which is acceptable to the stakeholders and which allows the project to progress to its next stage			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to analyse, select and present detailed design solutions	6.1	Describe what to identify as factors which are likely to influence design solutions			
		6.2	Examine how to analyse and prioritise the factors which will influence the design solution and resolve any conflicts between them			
		6.3	Evaluate how to agree and apply criteria for selecting solutions			
		6.4	Explain how to apply criteria for selecting solutions			
		6.5	Examine how to analyse and test the design solutions against all relevant factors			
		6.6	Explain how to record investigations and analyses including supporting information and pass them on for approval by others			
		6.7	Evaluate how to select the preferred designs			
		6.8	Explain how to present the preferred designs appropriately to stakeholders			
		6.9	Explain how to confirm with stakeholders what the recommended detailed design solution will cost and how long it will take to implement			
		6.10	Evaluate how to reach an agreement on the detailed design solution which is acceptable to the stakeholders and which allows the project to progress to its next stage			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Specify and Control Production Documents in Construction Contracting Operations Management

Unit reference number: T/505/8271

Level: 6

Credit value: 18

Guided learning hours: 50

Unit summary

This unit is about developing a document production programme. It is also about preparing a specification document consistent with the current design; the identification of discrepancies and making recommendations for changes to the brief; producing progress reports; and issuing documents in line with project requirements.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Controlling requirements:

- type of measurement
- cost
- time
- quality
- methods of production
- liaison requirements
- model documents and standards
- integration of data
- electronic data transfer.

2. Document:

- forms of contract
- specifications
- scale and full-size working drawings
- operations and maintenance manuals
- bills of quantities
- schedules
- health and safety plans and files
- accounts
- claims.

3. Purpose:

- to obtain consents
- procurement
- contract
- production
- as built drawings.

4. Scope:

- number
- type
- format
- size.

5. Registers and records:

- incoming and outgoing drawing and document registers
- records of document approval and revision.

6. Check:

- format
- presentation
- accuracy
- technical content
- completeness
- referencing
- cross referencing and correlation with associated documents
- status.

Learning outcomes 3 and 4

1. Purpose:

- to obtain consents
- procurement
- contract
- production.

2. Source information:

- design information
- statutory regulations
- British Standards
- codes of practice
- technical literature.

3. Referenced against:

- Standard phraseology
- Common Arrangement
- CI/SfB.

Learning outcomes 5 and 6

1. Information about project requirements:

- project brief
- design information from earlier stages
- surveys
- reports
- statutory approvals and requirements
- cost estimates
- standards and codes of practice
- technical literature.

2. Documents:

- forms of contract
- specifications
- scale and full size working drawings
- bills of quantities
- schedules
- health and safety plans and files
- accounts
- claims
- operational and maintenance manuals.

3. Project requirements:

- to obtain consents
- procurement
- contract
- production
- as built drawings.

4. Document production requirements:

- type of measurement
- cost
- time
- quality
- methods of production
- liaison arrangements
- model documents and standards
- integration of data
- electronic data transfers.

5. Criteria:

- format
- presentation
- accuracy
- technical content
- completeness
- referencing
- cross referencing and correlation with associated documents
- status.

6. Registers and records:

- incoming and outgoing drawing and document registers
- records of document approval and revision archives.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Specification(s) of project document control requirements, including purpose and scope, registers, records and systems for monitor and controlling document production (1.1, 1.2, 1.5) [1.1, 1.3, 1.4].
2. Document production programme(s), including resources and production instructions (1.3, 1.4, 1.6) [1.1, 1.2].
3. Record(s) of systems for checking, approving and integrating documents (1.7, 1.8) [1.2, 1.6].
4. Record(s) of procedures that have been developed to deal with discrepancies and inconsistencies in information, and delays and revisions to project information (1.8) [1.1, 1.2].
5. Record(s) of arrangements and contingency plans which have been developed for reporting progress in meeting the programme requirements and manage problems in document production (1.9) [1.1, 1.2].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Specification(s) that includes: purpose; consistency checks; collated sections; identified source information; technical clauses (ALL) [ALL].

Simulations are not considered to be acceptable for producing evidence for this element.

Process evidence: not applicable.

Learning outcome 5

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Record(s) of information that has been obtained, checked and assessed (5.1, 5.2, 5.3) [5.1, 5.2, 5.3, 5.4].
2. Record(s) of collated and checked documents (5.4) [5.2, 5.6].
3. Record(s) of advice given to people who are producing documents and referrals of outstanding queries (5.5, 5.6) [5.1, 5.2, 5.3].
4. Recommendation(s) for changes to the brief, design, specification and contract based on discrepancies that have been identified (5.7) [5.1, 5.2].

5. Record(s) of collated design information that has been distributed, including briefings given to the client and the people responsible for producing documents (5.8) [5.1, 5.2, 5.3].

6. Record(s) showing checks and approvals obtained (5.9) [5.5].

7. Record(s) of information on progress that has been circulated (5.4) [5.4].

8. Registers and records of issued documents (5.11, 5.12) [5.2, 5.36].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to specify production document requirements	1.1	Select controlling requirements for the project information and document programme which are suitable for the project stages and the resources available			
		1.2	Specify the purpose and scope of information and documents and the controlling requirements they need to meet and who will produce the documents			
		1.3	Develop a production programme, which meets agreed controlling requirements, to produce all the required information and documents in a feasible sequence of production			
		1.4	Specify enough resources and realistic individual targets to complete the information and document production programme			
		1.5	Set up registers, records and systems for monitoring and controlling the production of information and documents which are capable of maintaining project compliance			
		1.6	Specify individual production instructions which are accurate, clear and complete			
		1.7	Select criteria for the evaluation of the project information and documents, agree the criteria with decision makers and circulate the criteria to the production team			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.8	Develop and agree systems for checking, approving and integrating information and documents			
		1.9	Develop and agree procedures, which are appropriate to the requirements of the project and the contract conditions, for dealing with discrepancies and inconsistencies in information and documents, and delays and revisions to project information and documents			
		1.10	Develop arrangements and contingency plans for reporting progress in meeting the programme requirements and to manage information and document production problems			
2	Understand how to specify production document requirements	2.1	Evaluate how to select controlling requirements for the project information and document programme which are suitable for the project stages and the resources available			
		2.2	Evaluate how to specify the purpose and scope of information and documents and the controlling requirements they need to meet and who will produce the documents			
		2.3	Propose how to develop a production programme, which meets agreed controlling requirements, to produce all the required information and documents in a feasible sequence of production			
		2.4	Evaluate how to specify enough resources and realistic individual targets to complete the information and document production programme			
		2.5	Propose how to set up registers, records and systems for monitoring and controlling the production of information and documents which are capable of maintaining project compliance			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.6 Evaluate how to specify individual production instructions which are accurate, clear and complete			
		2.7 Evaluate how to select criteria for the evaluation of the project information and documents			
		2.8 Evaluate how to agree the criteria for the evaluation of the project information and documents with decision makers			
		2.9 Explain how to circulate the criteria for the evaluation of the project information and documents to the production team			
		2.10 Propose how to develop systems for checking, approving and integrating information and documents			
		2.11 Evaluate how to agree systems for checking, approving and integrating information and documents			
		2.12 Propose how to develop procedures, which are appropriate to the requirements of the project and the contract conditions, for dealing with discrepancies and inconsistencies in information and documents, and delays and revisions to project information and documents			
		2.13 Evaluate how to agree procedures, which are appropriate to the requirements of the project and the contract conditions, for dealing with discrepancies and inconsistencies in information and documents, and delays and revisions to project information and documents			
		2.14 Propose how to develop arrangements and contingency plans for reporting progress in meeting the programme requirements and to manage information and document production problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare prescriptive specifications	3.1	Select a type of specification document which is suitable for the purpose and the project stage			
		3.2	Check that the specification is consistent with the designs and related documents, where separate, and that it does not include duplicate and contradictory information			
		3.3	Collate the sections in the specification so that they are based on elements of a type appropriate to the circumstances and requirements			
		3.4	Confirm that the current source information is valid and obtain accurate and valid supplementary information			
		3.5	Produce a specification which is based on identified, applicable, current source information			
		3.6	Select, draft and amend technical clauses from standard sources, which define the quality, type and standard of the materials, components and finished work			
		3.7	Check that the specification is consistent with the current design and other design documentation, and update it promptly when the design changes			
		3.8	Obtain necessary checks and approvals for the content and presentation of specifications			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to prepare prescriptive specifications	4.1	Evaluate how to select a type of specification document which is suitable for the purpose and the project stage			
		4.2	Explain how to check that the specification is consistent with the designs and related documents, where separate, and that it does not include duplicate and contradictory information			
		4.3	Explain how to collate the sections in the specification so that they are based on elements of a type appropriate to the circumstances and requirements			
		4.4	Explain how to confirm that the current source information is valid and obtain accurate and valid supplementary information			
		4.5	Explain how to produce a specification which is based on identified, applicable, current source information			
		4.6	Evaluate how to select technical clauses from standard sources, which define the quality, type and standard of the materials, components and finished work			
		4.7	Evaluate how to draft technical clauses from standard sources, which define the quality, type and standard of the materials, components and finished work			
		4.8	Explain how to amend technical clauses from standard sources, which define the quality, type and standard of the materials, components and finished work			
		4.9	Explain how to check that the specification is consistent with the current design and other design documentation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.10	Explain how to update the specification promptly when the design changes			
		4.11	Explain how to obtain necessary checks and approvals for the content and presentation of specifications			
5	Be able to control and maintain project information	5.1	Confirm with the client the information required for decision making throughout the project stages			
		5.2	Identify and confirm protocols, data formats and standards for information exchange between all relevant project stakeholders			
		5.3	Obtain information about design parameters which may contribute to the development of design and preparation of information and documents			
		5.4	Evaluate the information on design parameters to see whether it is adequate to meet the requirements of the stakeholders and requirements for controlling information and document production			
		5.5	Assess the status of the information on design parameters and pass it on to people who need it for project information and document production, indicating any special considerations and limitations on its use			
		5.6	Ensure that information and documents are collated when they have been produced and evaluate them against the agreed criteria			
		5.7	Advise people who are producing information and documents, clarify information when they do not understand the instructions and refer outstanding queries to the people who produced the original information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date	
		5.8	Identify any discrepancies and inconsistencies in the information and documents and refer any problems back to the originators for clarification and resolution			
		5.9	Resolve differences between project information and documents and specification and circulate agreed amendments			
		5.10	Obtain necessary checks and approvals when they are needed			
		5.11	Produce up-to-date and accurate information on progress and issue it to the people who need the information to meet project requirements			
		5.12	Ensure that accurate and complete registers and records are maintained which can be used for quality auditing			
6	Understand how to control and maintain project information	6.1	Explain how to confirm with the client the information required for decision making throughout the project stages			
		6.2	Describe what to identify as protocols, data formats and standards for information exchange between all relevant project stakeholders			
		6.3	Explain how to confirm protocols, data formats and standards for information exchange between all relevant project stakeholders			
		6.4	Explain how to obtain information about design parameters which may contribute to the development of design and preparation of information and document			
		6.5	Explain how to evaluate the information on design parameters to see whether it is adequate to meet the requirements of the stakeholders and requirements for controlling information and document production			
		6.6	Examine how to assess the status of the information on design parameters			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		6.7 Explain how to pass status of the information on design parameters on to people who need it for project information and document production			
		6.8 Explain how to indicate any special considerations and limitations on its use			
		6.9 Explain how to ensure that information and documents are collated when they have been produced and evaluate them against the agreed criteria			
		6.10 Propose how to advise people who are producing information and documents			
		6.11 Explain how to clarify information when people do not understand the instructions			
		6.12 Explain how to refer outstanding queries to the people who produced the original information			
		6.13 Describe what to identify as any discrepancies and inconsistencies in the information and documents			
		6.14 Explain how to refer any problems back to the originators for clarification and resolution			
		6.15 Propose how to resolve differences between project information and documents and specification and circulate agreed amendments			
		6.16 Explain how to circulate agreed amendments to project information and documents and specification			
		6.17 Explain how to obtain necessary checks and approvals when they are needed			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		6.18 Explain how to produce up-to-date information on progress to meet project requirements			
		6.19 Explain how to issue information on progress to the people who need it to meet project requirements			
		6.20 Explain how to ensure that accurate and complete registers and records are maintained which can be used for quality auditing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Prepare Procurement Schedules and Programmes of Works in Construction Contracting Operations Management

Unit reference number: H/505/8279

Level: 6

Credit value: 16

Guided learning hours: 40

Unit summary

This unit is about producing a detailed schedule and procurement programme.

You will need to produce a schedule of works that contains the project needs and range of services needed. You will need to estimate work content and duration, and plan the schedule. You will need to draft and present the schedule of works to stakeholders.

You will need to develop a detailed procurement programme and identify any conflicting requirements and agree modifications. You will also integrate the procurement programme with the requirements of the overall programme, monitor the programme and identify modifications that would offer cost and time benefits.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1. Project needs:

- time
- cost
- quality objectives.

2. Range of services:

- design (including management services)
- materials

- construction
- plant and equipment
- people
- manufacturing.

3. Conflicting requirements

- working arrangements
- staging of payments
- schedule of deliveries
- obligations to third parties
- statutory obligations and approvals.

4. Presenting:

- orally
- in writing
- graphically
- electronically.

Learning outcomes 3 and 4

1. Procurement programme for:

- principal contractors
- sub/works/trade contractors
- suppliers
- consultants.

2. Resources:

- information (including documents and drawings)
- labour, plant and equipment, materials
- services
- finance including cash flow.

3. Conflicting requirements and unacceptable variations:

- working arrangements
- staging of payments
- schedule of deliveries
- obligations to third parties
- statutory obligations and approvals.

4. Overall programme:

- clients' overall timescale and requirements
- tender and contract activities
- key dates for long delivery items.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following item that is considered to be common and key to demonstrating competence.

1. Schedule of works which include project needs and the range of services, work content, time duration, calculated allowances for contingencies, corrected conflicting requirements and agreed amendments (ALL) [ALL].

Simulations are not considered to be acceptable for producing evidence for this element.

Process evidence

1. Presentation(s) of schedule of works (1.6, 1.7) [1.4].

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Procurement programme(s) (3.1, 3.2, 3.3, 3.4) [ALL].

2. Record(s) of the monitor of the procurement programme(s) (3.5) [3.1].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to develop a schedule of works	1.1	Produce a detailed schedule of works which contains a complete statement of the project needs and the services which will be required			
		1.2	Estimate the work content and time duration accurately			
		1.3	Plan the schedule of works so that it is achievable with the resources available			
		1.4	Calculate appropriate and realistic allowances to meet anticipated contingencies			
		1.5	Draft the schedule of works in a format which is appropriate to the type and scope of the work			
		1.6	Present the schedule of works to stakeholders, correct any inconsistencies and unacceptable variations and agree amendments			
		1.7	Present information clearly and accurately and reach agreement using a style and approach which maintains goodwill and trust			
		1.8	Keep registers and records which are complete, accurate and up-to-date			
		1.9	Obtain necessary checks and approvals for the content and presentation of schedules			
		1.10	Use methods for production and record keeping which are consistent with quality assurance procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to develop a schedule of works	2.1	Explain how to produce a detailed schedule of works which contains a complete statement of the project needs and the services which will be required			
		2.2	Examine how to estimate the work content and time duration accurately			
		2.3	Propose how to plan the schedule of works so that it is achievable with the resources available			
		2.4	Explain how to calculate appropriate and realistic allowances to meet anticipated contingencies			
		2.5	Evaluate how to draft the schedule of works in a format which is appropriate to the type and scope of the work			
		2.6	Explain how to present the schedule of works to stakeholders			
		2.7	Explain how to correct any inconsistencies and unacceptable variations			
		2.8	Evaluate how to agree amendments to the schedule of works to stakeholders			
		2.9	Explain how to present information clearly and accurately			
		2.10	Evaluate how to reach agreement using a style and approach which maintains goodwill and trust			
		2.11	Explain how to keep registers and records which are complete, accurate and up-to-date			
		2.12	Explain how to obtain necessary checks and approvals for the content and presentation of schedules			
		2.13	Explain how to use methods for production and record keeping which are consistent with quality assurance procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to develop a Procurement programme	3.1	Confirm the areas of work for which resources will need to be procured and identify potential sources for obtaining them			
		3.2	Develop a detailed procurement programme in an appropriate format			
		3.3	Identify within the procurement programme the lead times for ordering and receiving essential resources appropriate to the project stage			
		3.4	Analyse the critical path for procuring and use of resources and build in sufficient buffers to optimise project programming			
		3.5	Identify any inconsistencies and unacceptable variations in the procurement programme, recommend feasible alternatives, and agree modifications to the programme with stakeholders			
		3.6	Integrate the procurement programme so that it is consistent with the requirements of the overall programme, statutory bodies and others who will be affected			
		3.7	Monitor the procurement programme and identify modifications which would suit changed circumstances or which offer cost and time benefits			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to develop a procurement programme	4.1	Explain how to confirm the areas of work for which resources will need to be procured			
		4.2	Describe what to identify as potential sources for obtaining resources			
		4.3	Propose how to develop a detailed procurement programme in an appropriate format			
		4.4	Describe what to identify as the lead times for ordering and receiving essential resources the procurement programme appropriate to the project stage			
		4.5	Examine how to analyse the critical path for the procuring and use of resources			
		4.6	Propose how to build in sufficient buffers to optimise project programming			
		4.7	Describe what to identify as any inconsistencies and unacceptable variations in the procurement programme			
		4.8	Propose how to recommend feasible alternatives to the programme with stakeholders			
		4.9	Evaluate how to agree modifications to the programme with stakeholders			
		4.10	Propose how to integrate the procurement programme so that it is consistent with the requirements of the overall programme, statutory bodies and others who will be affected			
		4.11	Examine how to monitor the procurement programme			
		4.12	Describe what to identify as modifications which would suit changed circumstances or which offer cost and time benefits			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Implement Strategic and Integrated Supply Chain Management and Sourcing Partnerships in Construction Contracting Operations Management

Unit reference number: R/505/8293

Level: 6

Credit value: 20

Guided learning hours: 60

Unit summary

This unit is about selecting criteria to evaluate the benefits of strategic sourcing, specifying and agreeing how the supply chain and management systems will be aligned and monitoring the performance of the supply chain.

You will need to select criteria to evaluate the effect of strategic sourcing on competitiveness and the benefits of changing to new suppliers. You will also recommend changes and negotiate and agree recommendations with decision makers and suppliers.

You will need to specify and agree with the supply chain how the management systems will be aligned, and identify and agree with stakeholders any changes required. You will then develop and implement trials, assessing results and making modifications prior to implementation.

You will need to review the terms of contract to assess benefits to the supply chain, and then monitor the performance of the supply chain. You should then inform the supply chain about variations in performance and advising them about changes needed.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Criteria:

- legislation
- codes of practice
- security of supply
- quality of product or service being supplied
- alignment of systems
- cost
- project objectives
- competence of supplier.

2. Strategic sourcing – of:

- principal contractors
- sub/works/trade contractors
- suppliers of goods and materials
- consultants
- clients/end users.

Learning outcomes 3 and 4

1. Supply chain:

- principal contractors
- sub/works/trade contractors
- suppliers of goods and materials
- consultants.

2. Management systems:

- clients/end user
- health and safety
- environment
- quality
- certification of workforce.

Learning outcomes 5 and 6

1. Supply chain:

- principal contractors
- sub/works/trade contractors
- suppliers of goods and materials
- consultants
- clients/end users.

2. Monitor – methods:

- internal auditing
- external auditing.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following item(s) which are considered to be common and key to demonstrating competence.

1. Evaluation(s) of the effect of strategic sourcing, including the benefits of change (1.1, 1.2, 1.3) [1.1, 1.2].
2. Record(s) of recommendations which have been negotiated (1.4, 1.5) [1.1, 1.2].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key to demonstrating competence.

1. Specification(s) for the alignment of supply chain management systems (3.1, 3.2) [3.1, 3.2].
2. Record(s) of trials, including modifications made (3.3) [3.2].
3. Record(s) of checks made to the aligned management systems (3.4) [3.2].

Process evidence: not applicable.

Learning outcome 5

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Review(s) of the supply chain terms of contract (5.1) [5.1].
2. Record(s) of the supply chain performance monitor including variations, advice and information about changes (5.2, 5.3) [5.1, 5.2].
3. Investigation(s) of persistent variations and major problems (5.4) [5.1].
4. Assessment(s) of existing and alternative sourcing arrangements (5.5) [5.1].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to evaluate and agree the benefits and risks of strategic sourcing	1.1	Select relevant criteria to use in making evaluations and decisions			
		1.2	Evaluate the effect of strategic sourcing on competitiveness of supply, compare the evaluation with existing arrangements and calculate the advantages and disadvantages			
		1.3	Evaluate the benefits of changing to new suppliers			
		1.4	Recommend changes using evidence and identify the strategic implications for supply			
		1.5	Negotiate and agree recommendations with decision makers, the suppliers and other people who have an interest			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to evaluate and agree the benefits and risks of strategic sourcing	2.1	Evaluate how to select relevant criteria to use in making evaluations and decisions			
		2.2	Explain how to evaluate the effect of strategic sourcing on competitiveness of supply			
		2.3	Propose how to compare the evaluation with existing arrangements			
		2.4	Explain how to calculate the advantages and disadvantages strategic sourcing on competitiveness of supply			
		2.5	Explain how to evaluate the benefits of changing to new suppliers			
		2.6	Propose how to recommend changes to suppliers using evidence			
		2.7	Describe how to identify the strategic implications for supply			
		2.8	Propose how to negotiate recommendations with decision makers, the suppliers and other people who have an interest			
		2.9	Evaluate how to agree recommendations with decision makers, the suppliers and other people who have an interest			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to agree and implement alignment of systems	3.1	Specify and agree with the supply chain the ways in which systems will be managed and aligned			
		3.2	Identify and agree, with all stakeholders, the changes to systems which are necessary to meet technical and quality requirements			
		3.3	Develop and implement appropriate trials, assess the results and make appropriate modifications before moving to full implementation			
		3.4	Check that the alignment of systems conforms to the requirements of data protection legislation			
		3.5	Negotiate and agree formal contractual arrangements that set out the requirements for the implementation and operation of strategic sourcing partnerships			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to agree and implement alignment of systems	4.1	Evaluate how to specify and agree with the supply chain the ways in which systems will be managed and aligned			
		4.2	Describe what to identify as the changes to systems with all stakeholders which are necessary to meet technical and quality requirements			
		4.3	Evaluate how to agree with all stakeholders, the changes to systems which are necessary to meet technical and quality requirements			
		4.4	Propose how to develop appropriate trials before moving to full implementation			
		4.5	Explain how to implement appropriate trials before moving to full implementation			
		4.6	Examine how to assess the results and make appropriate modifications before moving to full implementation			
		4.7	Explain how to check that the alignment of systems conforms to the requirements of data protection legislation			
		4.8	Propose how to negotiate a formal contractual arrangements that set out the requirements for the implementation and operation of strategic sourcing partnerships			
		4.9	Evaluate how to agree formal contractual arrangements that set out the requirements for the implementation and operation of strategic sourcing partnerships			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to monitor and control supply chain arrangements	5.1	Review the terms of contract regularly, and assess whether there are continued net benefits to the supply chain			
		5.2	Monitor the performance of the supply chain against agreed standards and quantify any variations in performance			
		5.3	Inform the supply chain about variations in performance from contract terms, and provide them with advice and information about the changes needed and the time allowed to make the changes			
		5.4	Investigate persistent variations and major problems, identify likely causes and inform all the supply chain			
		5.5	Assess existing sourcing arrangements against alternative supply options regularly and estimate the relative benefits and advantages			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to monitor and control supply chain arrangements	6.1	Examine how to review the terms of contract and assess whether the contract provides continued net benefits to the supply chain			
		6.2	Examine how to monitor the performance of the supply chain against agreed standards			
		6.3	Examine how to quantify any variations in performance of the supply chain			
		6.4	Explain how to inform the supply chain about variations in performance from contract terms			
		6.5	Explain how to provide the supply chain with advice and information about the changes needed and the time allowed to make the changes			
		6.6	Examine how to investigate persistent variations and major problems			
		6.7	Describe what to identify as likely causes of persistent variations and problems			
		6.8	Explain how to inform all the supply chain about causes of persistent variations and problems			
		6.9	Examine how to assess existing sourcing arrangements against alternative supply options			
		6.10	Examine how to estimate the relative benefits and advantages from the analysis of the existing sourcing arrangements and alternative supply options			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Obtain Tenders and Appoint Successful Contractors in Construction Contracting Operations Management

Unit reference number: M/505/8298

Level: 6

Credit value: 12

Guided learning hours: 20

Unit summary

This unit is about shortlisting and selecting appropriate tenderers. It is also about reviewing and amending tender documents and ensuring that addendums are issued.

You will need to identify suitable bills of quantities, evaluate options against relevant criteria and select options for bills of quantities. You will then forecast the prime cost, provisional sums and contingencies, prepare a bill of preliminaries and check final drafts.

You will need to select an appropriate tender, and review tender documents to ensure that they are issued and cover the scope of work. You will also investigate any errors reported by tenderers, amend tender documents and ensure that addendums are reissued.

You will need to acknowledge and evaluate tenders against the criteria and modify and repeat tendering processes if necessary, choosing the best tenderers to appoint formally and notifying unsuccessful tenderers. You will also negotiate and agree any variations, adjustments and corrections with tenderer(s) subject to contract.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Tenderers:

- contractors
- sub/works/trade contractors
- suppliers
- consultants.

2. Evidence:

- documentary
- references
- interview.

3. Selection criteria:

- quality and delivery record
- perceived added value (including reputation of potential contractors)
- acceptability of known sub-contracting arrangements
- acceptability to client
- financial resources
- references from previous clients and bankers
- health and safety
- competence of people
- resources (human, materials, facilities)
- insurance
- environmental policy and management
- competitiveness.

Learning outcomes 3 and 4

1. Bills:

- trade
- elemental
- operational
- approximate
- schedules of rates.

2. Procurement:

- competitive tender – limited competition
- open competition (including advertising)
- non-competitive – negotiation
- serial award
- partnering.

3. Relevant criteria:

- cost of production
- time in preparation
- suitability to the contract
- form of project procurement
- intended purpose.

Learning outcomes 5 and 6

1. Tender:

- open competitive
- two stage
- two envelope
- selected list
- negotiated.

2. Tender documents

- invitation to tender
- form of tender
- returns procedure
- surveys
- specifications
- drawings
- schedules
- bills of quantities
- health and safety plans
- scope of services
- terms and conditions
- schedules of rates.

3. Tenderers:

- contractors
- sub/works/trade contractors
- suppliers
- consultant.

Learning outcomes 7 and 8

1. Tenderers:

- contractors
- sub/works/trade contractors
- suppliers
- consultants.

2. Criteria:

- tender compliance
- quality
- technical viability
- timescale
- cost (budgets, rates)
- loading and cash flow
- policies which offer added value
- any variations, adjustments and corrections.

3. Variations, adjustments and corrections:

- price
- quantity
- quality
- standards
- carriage and delivery
- completion
- maintenance
- after sales service
- method of payment
- terms of payment
- contract conditions
- scope of service
- terms and conditions.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Record(s) of pre-qualification tender enquiries sent to potential tenderers (1.1, 1.2, 1.3) [1.1, 1.2, 1.3].
2. Evaluation(s) of potential tenderers (1.4, 1.5) [1.1, 1.3].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Bill(s) that include: evaluated and selected options; forecasts of prime cost, provisional sums and contingencies; bill of preliminaries, checks and approvals (ALL) [ALL].

Simulations are not considered to be acceptable for producing evidence for this element.

Process evidence: not applicable.

Learning outcome 5

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Tender document(s) (5.1, 5.2, 5.3) [5.1, 5.2].
2. Record(s) of tender documents reviewed and issued including (5.2, 5.3, 5.4) [ALL].

Process evidence: not applicable.

Learning outcome 7

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Acknowledgements and evaluation(s) of tenders amendments and checks against the agreed criteria (7.1, 7.3) [7.1, 7.2].
2. Records showing repeated tendering processes (7.2) [7.1].
3. Records of chosen tender (7.4) [7.1].
4. Records of negotiations including any variations, adjustments and corrections made (7.5) [7.3].
5. Records of notifications to tenderers (7.6) [7.1].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to shortlist tenderers	1.1	Select an appropriate type of procurement process which aligns with legal, statutory and organisational requirements and decide which potential tenderers could meet the contract conditions			
		1.2	Decide how many tenderers to invite, taking into account the value and size of the contract			
		1.3	Choose selection criteria which are suitable to weight and rate performance for the type of work described in the tender			
		1.4	Send tender enquiries to potential tenderers, for them to provide evidence about their experience, capability and availability to carry out the work			
		1.5	Evaluate potential tenderers who respond to the enquiry against the selection criteria, in order to shortlist tenderers			
		1.6	Offer advice and information to decision makers about potential tenderers and the selection criteria and modify the tender list to reflect any changes which are agreed			
		1.7	Add more potential tenderers from the evaluation list which meet the selection criteria if those contacted are not willing or able to tender			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to shortlist tenderers	2.1	Evaluate how to select an appropriate type of procurement process which aligns with legal, statutory and organisational requirements and decide which potential tenderers could meet the contract conditions			
		2.2	Evaluate how to decide how many tenderers to invite, taking into account the value and size of the contract			
		2.3	Evaluate how to choose selection criteria which are suitable to weight and rate performance for the type of work described in the tender			
		2.4	Explain how to send tender enquiries to potential tenderers, for them to provide evidence about their experience, capability and availability to carry out the work			
		2.5	Explain how to evaluate potential tenderers who respond to the enquiry against the selection criteria, in order to shortlist tenderers			
		2.6	Propose how to offer advice and information to decision makers about potential tenderers and the selection criteria			
		2.7	Explain how to modify the tender list to reflect any changes which are agreed			
		2.8	Explain how to add more potential tenderers from the evaluation list which meet the selection criteria if those contacted are not willing or able to tender			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to select documents	3.1	Identify documents which are suitable for the type of procurement and evaluate the options against relevant criteria			
		3.2	Select valid options for documents, discuss them with the client and other people who have an interest and agree a form			
		3.3	Include within the documents and descriptions, changes, clarifications and corrections arising from the source documents and the brief			
		3.4	Forecast the prime cost, provisional sums and contingencies so that they can be included in the documents			
		3.5	Prepare accurate documents which describe the needs of the contractor and the client			
		3.6	Obtain necessary checks and approvals			
		3.7	Check the final draft documents and approve those which are accurate for production and issuing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to select documents	4.1	Describe what to identify as documents which are suitable for the type of procurement			
		4.2	Explain how to evaluate the options for documents against relevant criteria			
		4.3	Explain how to select valid options for documents			
		4.4	Explain how to discuss valid options with the client and other people who have an interest			
		4.5	Evaluate how to agree a form of options with the client and other people who have an interest			
		4.6	Explain how to include within the documents and descriptions, changes, clarifications and corrections arising from the source documents and the brief			
		4.7	Examine how to forecast the prime cost, provisional sums and contingencies so that they can be included in the documents			
		4.8	Explain how to prepare accurate documents which describe the needs of the contractor and the client			
		4.8	Explain how to obtain necessary checks and approvals			
		4.9	Explain how to check the final draft documents and approve those which are accurate for production and issuing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to obtain tenders	5.1	Select an appropriate type of tender			
		5.2	Ensure that all required tender information and documents are issued in accordance with agreed procedures			
		5.3	Investigate any queries, errors, omissions and ambiguities which are reported by tenderers			
		5.4	Amend the tender information and documents to correct them and ensure that addendums are re-issued			
		5.5	Agree and implement action when tenderers withdraw from the process			
		5.6	Keep records of tender information and documents issued, feedback, queries and information from tenderers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to obtain tenders	6.1	Evaluate how to select appropriate types of tender			
		6.2	Explain how to ensure that all tender information and documents are issued in accordance with agreed procedures			
		6.3	Examine how to investigate any queries, errors, omissions and ambiguities which are reported by tenderers			
		6.4	Explain how to amend the tender information and documents to correct them			
		6.5	Explain how to ensure that addendums are re-issued			
		6.6	Evaluate how to agree action when tenderers withdraw from the process			
		6.7	Explain how to implement action when tenderers withdraw from the process			
		6.7	Explain how to keep records of tender information and documents issued, feedback, queries and information from tenderers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to evaluate tenders and appoint contractors	7.1	Acknowledge and evaluate the tenders received against the agreed criteria			
		7.2	Modify and/or repeat the tendering processes in consultation with the client if too few tenders are received			
		7.3	Check with tenderers if any discrepancies, omissions and errors are found in the tenders, and make any amendments which tenderers authorise			
		7.4	Choose the tender which best meets the criteria			
		7.5	Negotiate and agree any variations, adjustments and corrections with the most appropriate tenderer and confirm them in writing, subject to contract			
		7.6	Appoint the successful tenderer formally and notify tenderers who have been unsuccessful about the result			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Understand how to evaluate tenders and appoint contractors	8.1	Explain how to acknowledge the tenders received			
		8.2	Explain how to evaluate the tenders received against the agreed criteria			
		8.3	Explain how to modify and/or repeat the tendering processes in consultation with the client if too few tenders are received			
		8.4	Explain how to check with tenderers if any discrepancies, omissions and errors are found in the tenders, and make any amendments which tenderers authorise			
		8.5	Evaluate how to choose the tender which best meets the criteria			
		8.6	Propose how to negotiate any variations, adjustments and corrections with the most appropriate tenderer			
		8.7	Evaluate how to agree any variations, adjustments and corrections with the most appropriate tenderer			
		8.8	Explain how to confirm in writing any variations, adjustments and corrections with the most appropriate tenderer subject to contract			
		8.9	Evaluate how to appoint the successful tenderer formally			
		8.10	Explain how to notify tenderers who have been unsuccessful about the result			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Evaluate Enquiries and Submit Tenders in Construction Contracting Operations Management

Unit reference number: M/505/8303

Level: 6

Credit value: 12

Guided learning hours: 20

Unit summary

This unit is about evaluating the organisation's resources to meet tender requirements and the submission of tenders.

You will need to evaluate the tender documents against agreed criteria and assess the organisation's resources to meet the tender requirements. You will then identify and resolve points of concern and contractual and legal issues with the tender, investigate the tender documents within budgets and tender time limits, and draw objective conclusions on whether to make a bid.

You will need to identify and evaluate the risks and opportunities involved in the submission of a successful tender. You will then modify costs to take into account any external factors and recommend a profit margin and payment schedule. You will also need to check that the tender is complete and accurate, and then present and support the tender to maximise its acceptability. You will need to collate and submit tender information in accordance with procurement requirements.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Tender – type:

- contractor
- sub/works/trade contractor
- supply
- consultancy.

2. Tender requirements:

- construction
- installation and maintenance work
- supply of goods and materials
- consultancy services.

3. Legal issues:

- plan
- health and safety
- environmental
- ownership
- common law rights
- European Union requirements
- form of contracts.

4. Points of concern:

- discrepancies within enquiry information
- tender procedure requirements
- quantitative requirements
- qualitative requirements
- contractual requirements.

5. Tender documents – type:

- invitation to tender
- form of tender
- returns procedure
- survey reports
- specifications
- drawings
- bills of quantities
- health and safety plans
- scope of services
- terms and conditions
- schedule of rates.

6. Agreed criteria:

- financial
- viability of tendering information
- current workload
- type of work
- competence of people
- timescale
- social policies
- environmental impact
- location
- practical completion.

Learning outcomes 3 and 4

1. Risks and opportunities:

- environmental
- financial and market
- political
- technical
- health and safety
- reputation
- competence of people
- time and resources.

2. Tender

- contracting
- sub/works/trade contracting
- supply
- consultancy.

3. Alternatives and/or qualifications:

- specifications and materials
- methods of construction
- services
- timescales
- supply options
- price offer options.

4. Tender requirements:

- construction
- installation and maintenance work
- supply of goods and materials
- consultancy services.

5. External factors:

- variations over time
- geographic location
- statutory and contractual requirements
- special working conditions and methods
- special resourcing conditions.

6. Presenting:

- orally
- in writing
- graphically
- use computer models.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Evaluations of tender documents which include points of concern, assessment of capability to meet the requirements, contractual and legal issues, conclusions (ALL) [ALL].

Simulations are not considered to be acceptable for producing evidence for this element.

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key to demonstrating competence.

1. Tender submission(s) (ALL) [ALL].

Simulations are not considered to be acceptable for producing evidence for this element.

Process evidence

1. Presentation(s) and support of tender(s) which include evaluations of risks and opportunities, specified alternatives, profit margin, payment schedule (3.1, 3.2, 3.4, 3.6) [3.2, 3.3, 3.6].

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to evaluate tender enquiry documentation	1.1	Identify any points of concern in the tender documents			
		1.2	Evaluate the tender documents against the agreed criteria and assess the organisational capability of meeting the tender requirements			
		1.3	Identify and assess any contractual and legal issues which might affect the project			
		1.4	Keep information about tender enquiries in confidence and only pass it on to people who have the authority to receive it			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to evaluate tender enquiry documentation	2.1	Describe what to identify as any points of concern in the tender documents			
		2.2	Explain how to evaluate the tender documents against the agreed criteria			
		2.3	Examine how to assess the organisational capability of meeting the tender requirements			
		2.4	Describe what to identify as any contractual and legal issues which might affect the project			
		2.5	Examine how to assess any contractual and legal issues which might affect the project			
		2.6	Explain how to keep information about tender enquiries confidential and only pass it on to people who have the authority to receive it			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finalise and submit a tender	3.1	Identify and evaluate the risks and opportunities involved in a successful tender			
		3.2	Identify opportunities for any alternatives and/or qualifications to the original tender requirements to optimise the tender			
		3.3	Modify the costs to take into account any external factors which may affect the cost projections			
		3.4	Identify a profit margin and payment schedule which meets the objectives and strategy of the organisation and notify decision makers			
		3.5	Check that the tender is complete and accurate and conforms to house style and make any necessary modifications			
		3.6	Collate, arrange and submit tender information in accordance with procurement requirements and support the tender in a manner which maximises its acceptability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to finalise and submit a tender	4.1	Describe what to identify as any risks and opportunities involved in a successful tender			
		4.2	Explain how to evaluate the risks and opportunities involved in a successful tender			
		4.3	Describe what to identify as opportunities for any alternatives and/or qualifications to the original tender requirements to optimise the tender			
		4.4	Explain how to modify the costs to take into account any external factors which may affect the cost projections			
		4.5	Describe what to identify as a profit margin and payment schedule which meets the objectives and strategy of the organisation			
		4.6	Explain how to notify decision makers about identified profit margin and payment schedule			
		4.7	Explain how to check that the tender is complete and accurate and conforms to house style and make any necessary modifications			
		4.8	Explain how to collate, arrange and submit tender information in accordance with procurement requirements supporting the tender in a manner which maximises its acceptability			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Evaluate Work Methods and Programme in Construction Contracting Operations Management

Unit reference number: R/505/8309

Level: 6

Credit value: 13

Guided learning hours: 30

Unit summary

This unit is about assessing project data and selecting methods that meet technical project criteria. It is also about analysing the sequential programming of activities, confirming alterations and developing a monitoring system for the works programme.

You will need to assess project data and obtain more information where required, and then identify, evaluate and select methods which meet technical and project criteria and propose them to decision makers.

You will also need to analyse and quantify the selected methods for their activity content and review method statements to ensure they are accurate and acceptable to the people involved. You will analyse the sequential programming of activities against external factors and resources to meet project requirements. You will then need to ensure that programmes and schedules of activities are consistent with the complexities of the project. You will need to confirm any alterations made to the works programme and develop a monitoring system for it.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Project data:

- conditions of contract
- bills of quantities
- specifications
- detailed drawings
- health and safety plans
- timescales
- contractual risks obligations and scope of works.

2. Alternative sources:

- the client
- the client's representative
- contractors
- sub-contractors
- suppliers
- regulatory authorities
- technical literature
- trade literature.

3. Identify work methods:

- standard lists and procedures
- investigative research.

4. Technical criteria:

- materials and component performance and availability
- structural forms
- physical environmental factors
- occupancy
- health, safety and welfare
- fire protection
- access
- plant, equipment and people availability
- transportation

- traffic generation and management
- general environmental factors
- waste and sustainability
- location weather conditions.

5. Project criteria:

- cost benefit
- conformity to statutory requirements
- client and user needs
- contract requirements in terms of time, quantity and quality
- environmental considerations
- third party obligations
- other related programmes
- supply lead times.

6. Analyse – use:

- method study
- work study
- production analysis
- feedback from similar projects.

Learning outcomes 3 and 4

1. Analyse – use:

- method study
- work study
- production analysis.

2. Project requirements:

- contract conditions
- contract programme stipulations
- statutory consent
- Building Control notification
- third party obligations
- health and safety requirements.

3. External factors:

- other related programmes
- supply lead times
- contingencies
- special working conditions
- location weather conditions
- statutory limitations.

4. Resources:

- people
- plant and equipment
- materials and components
- sub-contractors.

5. Programmes and schedules:

- bar charts
- network analysis
- critical path
- line of balance
- action lists
- method statements.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Evaluation(s) of possible work methods which include assessments of project data, information from alternative services, identified work methods, technical and project criteria (1.1, 1.2) [ALL].
2. Record(s) of proposed work methods (1.3) [1.3].
3. Analyse the method statement(s) (1.4, 1.5) [1.3, 1.6].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Analysis of sequential programming of activities against project requirements, external factors and necessary resources (3.1) [3.1, 3.2, 3.3, 3.4].
2. Programme(s) and schedule(s) of planned activities (3.2) [ALL].

3. Alterations to works programme(s) with savings calculated and justified (3.3) [3.5].

4. Records of system(s) developed and implemented for monitor works programmes which include use the results to improve future production and plan (3.4) [3.5].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to evaluate, review and select work methods	1.1	Assess the available project information accurately and summarise it to enable decisions on production, installation and work methods to be made			
		1.2	Obtain more information from other sources in cases where the available project information is insufficient			
		1.3	Identify and evaluate the possible work methods against relevant technical and project criteria and select those which best meet the criteria			
		1.4	Analyse the method which has been selected for its activity content and quantify it accurately			
		1.5	Propose the selected method to decision makers			
		1.6	Review method statements to ensure that they are accurate, clear, concise and acceptable to all the people involved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to evaluate, review and select work methods	2.1	Examine how to assess the available project information accurately			
		2.2	Explain how to summarise project information to enable decisions on production, installation and work methods to be made			
		2.3	Explain how to obtain more information from other sources in cases where the available project information is insufficient			
		2.4	Describe what to identify as the possible work methods against relevant technical and project criteria and select those which best meet the criteria			
		2.5	Explain how to evaluate the possible work methods against relevant technical and project criteria and select those which best meet the criteria			
		2.6	Examine how to analyse the method which has been selected for its activity content and quantify it accurately			
		2.7	Propose the selected method to decision makers			
		2.8	Examine how to review method statements to ensure that they are accurate, clear, concise and acceptable to all the people involved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to evaluate project programme	3.1	Identify major activities, calculate the resources needed and identify their sources from the project information available and prepare a draft work programme			
		3.2	Evaluate alternative methods, resources and systems, in order to select the optimum solution to meet project requirements			
		3.3	Obtain clarification and advice where the resources needed are not available			
		3.4	Analyse the sequential programming of activities against project requirements and the requirements of significant external factors and necessary resources			
		3.5	Ensure that the produced programmes and schedules of planned activities are consistent with the complexity of the project			
		3.6	Confirm alterations to the works programme which will meet changed circumstances or offer cost and time benefits, calculate the savings accurately and justify them to decision makers			
		3.7	Develop a system for monitoring and recording the works programme, implement it and use the results to improve future production and planning			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to evaluate project programme	4.1	Describe what to identify as major activities from the project information			
		4.2	Explain how to calculate the resources needed for major activities			
		4.3	Describe what to identify as the sources of resources from the project information available			
		4.4	Explain how to prepare a draft work programme			
		4.5	Explain how to evaluate alternative methods, resources and systems, in order to select the optimum solution to meet project requirements			
		4.6	Explain how to obtain clarification and advice where the resources needed are not available			
		4.7	Examine how to analyse the sequential programming of activities against project requirements and the requirements of significant external factors and necessary resources			
		4.8	Explain how to ensure that the produced programmes and schedules of planned activities are consistent with the complexity of the project			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.9 Explain how to confirm alterations to the works programme which will meet changed circumstances or offer cost and time benefits			
		4.10 Explain how to calculate the savings accurately from alternations to the works programmes			
		4.11 Evaluate how to justify the savings from alterations to the works programmes to decision makers			
		4.12 Propose how to develop a system for monitoring and recording the works programme			
		4.13 Explain how to implement a system for monitoring and recording the works programme and use the results to improve future production and planning			
		4.14 Explain how to use the results from the system for monitoring and recording the works programme to improve future production and planning			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Analyse, Monitor and Optimise Materials, Plant and Services in Construction Contracting Operations Management

Unit reference number: D/505/8314

Level: 6

Credit value: 13

Guided learning hours: 20

Unit summary

This unit is about analysing design information and operational plans. It is also about evaluating supplier performance and providing resources to help them meet supply project requirements.

You will need to analyse design information, operational plans, user feedback and quantities, and then confirm supply requirements.

You will also need to identify the opportunities for economising on usage, cost and the environmental impact of supplies. You will then confirm and monitor purchase plans to ensure that supply requirements and changing circumstances are met.

You will need to evaluate supplier performance, and identify, record and pass on information to suppliers regarding any issues in respect of supply requirements. You will also identify, discuss and agree changes with suppliers which will improve performance, advise suppliers and provide resources to help them meet supply and project requirements.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Users:

- principal contractors
- sub/works/trade contractors
- direct labour organisations
- clients.

2. Supplies:

- raw materials
- manufactured materials
- components
- systems
- prefabricated components
- people
- construction plant and equipment.

3. Supply requirements:

- price
- quantity
- availability and lead time
- delivery
- life expectancy
- maintenance and servicing
- storage and handling
- health and safety issues
- environmental issues (including sustainability)
- transportation
- deterioration and damage
- loss and theft
- after-sales service
- payment terms
- cash flow.

4. Circumstances:

- over and under supply
- changes to project programme
- non-availability
- inadequately and inappropriately specified resources.

Learning outcomes 3 and 4

1. Suppliers of:

- raw materials
- manufactured materials
- components
- systems
- prefabricated requirements
- people
- construction plant and equipment.

2. Supply requirements:

- price
- quantity
- quality
- availability and lead time
- delivery
- life expectancy
- maintenance and servicing
- storage and handling
- environmental issues (including sustainability)
- health and safety competence
- transportation
- deterioration and damage
- loss and theft
- after sales-service
- payment terms
- cash flow.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Analyses of design and project information, operational plans, user feedback and quantities, confirmations of suppliers (1.1) [ALL].
2. Records of monitor of the purchasing plan to ensure that supply requirements are met and that changing circumstances are accommodated (1.3, 1.4) [1.3, 1.4].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Record(s) of evaluation(s) of supplier performance which include identified issues with supply requirements and identified changes passed on to suppliers (3.1, 3.2, 3.3) [3.1, 3.2].
2. Record(s) of supplier development programmes, advice and resources provided (3.3, 3.4, 3.5) [3.1, 3.2].

Process evidence

1. Meeting(s) with suppliers (3.5) [3.1].

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to analyse and monitor requirements for supplies	1.1	Analyse design and project information, operational plans, user feedback and quantities and confirm what materials supplies will be required and calculate schedules for the delivery of supplies and lead times			
		1.2	Develop an accurate purchasing plan by analysing design information and projected supply requirements			
		1.3	Identify the opportunities for standardising materials supplies to economise on usage, cost and the environmental impact of supplies			
		1.4	Develop and introduce systems for monitoring and evaluating the purchasing plan which will identify significant changes in supply requirements			
		1.5	Accommodate changing circumstances			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to analyse and monitor requirements for supplies	2.1	Examine how to analyse design and project information, operational plans, user feedback and quantities			
		2.2	Explain how to confirm what materials supplies will be required and calculate schedules for the delivery of supplies and lead times			
		2.3	Propose how to develop an accurate purchasing plan by analysing design information and projected supply requirements			
		2.4	Describe what to identify as the opportunities for standardising materials supplies to economise on usage, cost and the environmental impact of supplies			
		2.5	Propose how to develop and introduce systems for monitoring and evaluating the purchasing plan which will identify significant changes in supply requirements			
		2.6	Propose how to introduce systems for monitoring and evaluating the purchasing plan which will identify significant changes in supply requirements			
		2.7	Explain how to accommodate changing circumstances			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to optimise supplier performance	3.1	Evaluate regularly the performance of suppliers against the supply requirements			
		3.2	Identify any issues with supply requirements, record them, pass the information on to the supplier and discuss it with them			
		3.3	Identify changes which will improve supplier performance, discuss and agree changes with the supplier and incorporate agreed actions in supplier development programmes			
		3.4	Advise suppliers and provide them with resources which will help them to meet supply requirements, overall budgetary limits and project requirements			
		3.5	Conduct negotiations and meetings with suppliers in a manner which maintains their goodwill and trust			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to optimise supplier performance	4.1	Explain how to evaluate regularly the performance of suppliers against the supply requirements			
		4.2	Describe what to identify as any issues with supply requirements			
		4.3	Explain how to record any issues with supply requirements and pass the information on to the supplier			
		4.4	Explain how to discuss any issues with supply requirements with the supplier			
		4.5	Describe what to identify as changes which will improve supplier performance			
		4.6	Explain how to discuss changes with the supplier			
		4.7	Evaluate how to agree changes with the supplier			
		4.8	Explain how to incorporate agreed actions in supplier development programme			
		4.9	Propose how to advise suppliers about supply requirements, overall budgetary limits and project requirements			
		4.10	Explain how to provide suppliers with resources which will help them to meet supply requirements, overall budgetary limits and project requirements			
		4.11	Explain how to conduct negotiations and meetings with suppliers in a manner which maintains their goodwill and trust			

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Date: _____

Date: _____

Date: _____

Unit 16: Control Contract Work in Construction Contracting Operations Management

Unit reference number: A/505/8336

Level: 6

Credit value: 13

Guided learning hours: 30

Unit summary

This unit is about controlling work activities, ensuring that they comply with quality standards and legal and statutory requirements.

You will need to research quality standards, implement systems and check for conformity, implementing corrective action where there is non-conformity.

You will need to identify legal and statutory requirements, implement systems and identify non-compliance, implementing corrective action where there is non-compliance.

Unit assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Quality standards:

- statutory requirements
- project specifications
- British Standards
- International Standards
- codes of practice
- organisation standards
- trade advisory guidance and best practice
- set out information.

2. People responsible:

- the client
- contractors
- consultants
- sub-contractors
- suppliers
- workforce.

3. Systems:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- check manufacturers documentation
- check delivery notes
- sampling and mock-ups
- testing
- site inspection reports
- contractors reports
- site meetings
- dimension checks.

4. Work:

- materials and components and their use
- methods of construction
- dimensional control.

Learning outcomes 3 and 4

1. Legal and statutory requirements and responsibilities for:

- Building Control
- environmental health
- health, safety and welfare
- environment
- fire
- utilities regulations
- highways
- heritage
- development licences and building permits
- employment practice
- byelaws
- non-statutory guidelines.

2. Monitor systems:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- check manufacturers documentation
- check delivery notes
- sampling
- testing
- site inspection reports
- contractors' reports
- site meetings.

3. Corrective action:

- instigate contingency action and restore compliance
- agree waiver.

4. People who have an interest:

- the client
- contractors
- consultants
- sub-contractors
- suppliers
- workforce.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key to demonstrating competence.

1. Record(s) of researched quality standards and specified responsibilities (1.1, 1.2) [1.1, 1.2].
2. Record(s) of systems for inspection and control which include checks, work failing requirements and corrective action (1.3, 1.4, 1.5) [1.1, 1.3, 1.4].

3. Record(s) of information referred to others which include(s) correcting unacceptable quality standards, notifications to decision makers variations in quality standards, programme and safety implications, specifications which conflict with statutory and legal requirements, recommended improvements from feedback, amendments to contract quality requirements and specifications (1.6, 1.7, 1.8, 1.9, 1.10) [1.1].

4. Specifications which conflict with statutory and legal requirements (1.8) [1.1].

Process evidence

1. Records of work that fails to meet the requirements (1.5) [1.1].

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key to demonstrating competence.

1. Record(s) of implemented monitor systems which include legal and statutory requirements identified from collected information, noncomplying situations, investigations and corrective action, identified and referred new legal and statutory requirements (3.1, 3.3, 3.4, 3.5) [ALL].

2. Record(s) of briefing(s) provided to the workforce (3.2) [3.1].

3. Record(s) of statutory returns which have been completed (3.6) [3.1].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to control contracts against agreed quality standards and guidance	1.1	Research quality standards and guidance from available information and pass them to people responsible for their implementation before they start work			
		1.2	Specify the responsibilities which individuals have for maintaining quality standards and guidance			
		1.3	Set up systems for inspecting and controlling the quality of work and record the outcomes			
		1.4	Check, regularly, that work conforms to the design requirements and the specified quality standards and guidance			
		1.5	Identify work which fails to meet the requirements and specified quality standards and guidance and implement corrective action			
		1.6	Inform decision makers regularly about significant variations in quality standards and guidance programme and safety implications, and suggest appropriate actions which they need to take			
		1.7	Identify specifications which conflict with statutory and contractual requirements and refer them to decision makers for modification			
		1.8	Identify improvements from feedback received and recommend them to decision makers			
		1.9	Agree amendments to the contract quality requirements and specifications and record them accurately			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to control contracts against agreed quality standards and guidance	2.1	Examine how to research quality standards and guidance from available information			
		2.2	Explain how to pass quality standards and guidance to people responsible for their implementation before they start work			
		2.3	Evaluate how to specify the responsibilities which individuals have for maintaining quality standards and guidance			
		2.4	Propose how to set up systems for inspecting and controlling the quality of work			
		2.5	Explain how to record the outcomes of setting up systems for inspecting and controlling the quality of work			
		2.6	Explain how to check, regularly, that work conforms to the design requirements and the specified quality standards and guidance			
		2.7	Describe what to identify as work which fails to meet the requirements and specified quality standards and guidance			
		2.8	Explain how to implement corrective action where work fails to meet the requirements and specified quality standards and guidance			
		2.9	Explain how to inform decision makers regularly about significant variations in quality standards and guidance			
		2.10	Describe what to identify as specifications which conflict with statutory and contractual requirements			
		2.11	Explain how to refer specifications which conflict with statutory and contractual requirements to decision makers for modification			
		2.12	Describe what to identify as improvements from feedback received			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.13	Propose how to recommend improvements from feedback received to decision makers			
		2.14	Evaluate how to agree amendments to the contract quality requirements and specifications			
		2.15	Explain how to record the agreed amendments to the contract quality requirements and specifications			
3	Be able to maintain contract compliance with statutory and contractual requirements	3.1	Identify statutory and contractual requirements from available information and clarify them where there is uncertainty			
		3.2	Brief people about their statutory and contractual requirements before they start work on the contract			
		3.3	Develop and implement monitoring systems, collect information regularly and summarise it accurately			
		3.4	Identify situations which do not comply with statutory and contractual requirements, investigate the circumstances thoroughly and take appropriate corrective action			
		3.5	Identify any new statutory and contractual requirements which may have an impact on the project, summarise the important details and pass this on to people who have an interest			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to maintain contract compliance with statutory and contractual requirements	4.1	Describe what to identify as statutory and contractual requirements from available information			
		4.2	Explain how to clarify statutory and contractual requirements from available information where there is uncertainty			
		4.3	Explain how to brief people about their statutory and contractual requirements before they start work on the contract			
		4.4	Propose how to develop monitoring systems			
		4.5	Explain how to implement monitoring systems, collect information regularly and summarise it accurately			
		4.6	Describe what to identify as situations which do not comply with statutory and contractual requirements			
		4.7	Examine how to investigate the circumstances thoroughly and take appropriate corrective action			
		4.8	Explain how to take appropriate corrective action where situations do not comply with statutory and contractual requirements			
		4.9	Describe what to identify as any new statutory and contractual requirements which may have an impact on the project			
		4.10	Explain how to summarise the important details and pass this on to people who have an interest			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: **Optimise and Control Contract Progress and Costs in Construction Contracting Operations Management**

Unit reference number: F/505/8354

Level: 6

Credit value: 13

Guided learning hours: 30

Unit summary

This unit is about developing systems to monitor and record progress, and briefing decision makers about progress. It is also about managing and implementing contract cost control systems and implementing corrective action.

You will need to develop systems to monitor and record progress, and review resources to accommodate changing circumstances in order to optimise resources. You will also need to confirm and investigate any deviations to implement corrective action and recommend options that assist the contract progress. You will also brief decision makers about progress, resources and action that needs taking. You will then identify improvements and recommend them to decision makers.

You will need to manage and implement contract cost control systems, review and summarise cost data, identify variations and trends, and identify and quantify opportunities for cost savings. You will then investigate variations, and agree and implement corrective action.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Systems to monitor and record:

- visual inspection
- resource records
- site inspection reports
- contractors' reports
- certified payments
- written and graphical records of actual work against programmed work
- site meetings
- key performance indicators.

2. Programmes:

- bar charts
- network analysis
- critical path
- action lists
- resource
- design factors
- industrial disputes
- construction errors
- inclement weather
- physical (site) constraints
- legal.
- method statements
- project expenditure forecasts.

3. Resources:

- people
- plant and equipment
- materials and components
- finance
- time
- specialist services

- utility services
- information.

4. Changing circumstances:

- over and under supply
- changes to project programme
- non-availability
- inadequately and inappropriately specified resources.

5. Deviations:

- resource
- design factors
- industrial disputes
- construction errors
- inclement weather
- physical (site) constraints
- legal.

6. Corrective action:

- restore progress to accord with the agreed programme
- agree new completion dates
- initiate contract claim
- securing additional resources
- altering planned work.

7. Decision makers:

- the client
- contractors
- consultants
- suppliers
- internal management.

Learning outcomes 3 and 4

1. Contract cost monitor systems:

- contractual procedures and meetings
- organisational procedures and meetings.

2. Cost data:

- materials and quantities
- plant
- people
- sub-contractors

- dayworks
- periodic valuations
- retention sums
- forecasts of expenditure
- performance information
- contract programme and progress.

3. Opportunities for cost saving:

- waste reduction
- resource management and logistics
- applications of new technology
- energy management
- recyclable materials
- alternative sources and types of materials
- plant and labour which meet project requirements
- variations in quality.

4. Corrective action:

- regulating expenditure to conform with budgets
- agree additional costs
- making a contract claim.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Progress monitor and record system(s) including record(s) (1.1) [1.1, 1.2].
2. Record(s) of resources reviewed which accommodate changes (1.2) [1.3, 1.4].
3. Record(s) of briefings and recommendations passed to decision makers which include options likely to optimise cost and time, changes, resource needs, suggested decisions and improvements from feedback (1.3, 1.4, 1.5, 1.6) [1.3, 1.4, 1.5, 1.6, 1.7].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items which are considered to be common and key to demonstrating competence.

1. Reviews and summaries of contract cost monitor system(s) which include records of cost data (3.1, 3.2) [3.1, 3.2].
2. Record(s) of corrective action which include identified and investigated variations and trends in cost data (3.3, 3.4) [3.2, 3.4].

Process evidence: not applicable.

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to optimise contract progress	1.1	Develop resource and cost control systems to monitor and record the progress of the contract against the agreed programme			
		1.2	Review and optimise resources to accommodate changing circumstances			
		1.3	Confirm and investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action			
		1.4	Brief decision makers about progress, changes to the operational programme, resource needs and suggest action that need to be taken			
		1.5	Identify improvements from feedback received and recommend them to decision makers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to optimise contract progress	2.1	Propose how to develop resource and cost control systems to monitor and record the progress of the contract against the agreed programme			
		2.2	Examine how to review and optimise resources to accommodate changing circumstances			
		2.3	Explain how to confirm the circumstances of any deviations			
		2.4	Examine how to investigate the circumstances of any deviations			
		2.5	Evaluate how to agree corrective action in the circumstances of any deviations			
		2.6	Explain how to implement corrective action in the circumstances of any deviations			
		2.7	Explain how to brief decision makers about progress, changes to the operational programme and resource needs			
		2.8	Propose how to suggest the decisions and actions that need to be taken			
		2.9	Describe what to identify as improvements from feedback received			
		2.10	Propose how to recommend improvement to decision makers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to control contract costs	3.1	Manage and implement appropriate resource and cost control systems which are able to provide early warning of problems			
		3.2	Review and summarise accurate resource and cost data and present it in a format which will help people to make decisions			
		3.3	Identify variations and trends in resource and cost data and identify and quantify commercial opportunities for cost savings			
		3.4	Investigate any variations and agree and implement appropriate corrective action			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to control contract costs	4.1	Evaluate how to manage appropriate resource and cost control systems which are able to provide early warning of problems			
		4.2	Explain how to implement appropriate resource and cost control systems which are able to provide early warning of problems			
		4.3	Examine how to review accurate resource and cost data in a format which will help people to make decision			
		4.4	Explain how to summarise and present accurate resource and cost data in a format which will help people to make decision			
		4.5	Evaluate present resource and cost data in a format which will help people to make decisions			
		4.6	Describe how to identify variations and trends in resource and cost data			
		4.7	Describe what to identify opportunities for cost savings			
		4.8	Examine how to quantify opportunities for cost savings			
		4.9	Examine how to investigate any variations			
		4.10	Evaluate how to agree appropriate corrective action			
		4.11	Explain how to implement appropriate corrective action			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Prepare and Agree Contract Accounts and Entitlement in Construction Contracting Operations Management

Unit reference number: D/505/8359

Level: 6

Credit value: 14

Guided learning hours: 40

Unit summary

This unit is about valuing work in progress, preparing and submitting accounts, assessing the basis of claims and progressing valid claims. You will need to value work in progress, price and reference quantities used in valuations and accounts, value variations and agree non-standard rates.

You will also need to identify the liability for the cost of re-work and additional work. You will need to prepare and submit valuations, accounts and clarify any areas of disagreement. You must also record documents, back-up information and calculations for audit and reference.

You will need to assess the basis of claims for the recovery of loss and expense against the contract seek expert opinion where appropriate and progress valid claims. You will also calculate claims, analyse opposing grounds for the claims, and negotiate and agree amendments with the people involved. You will then record documents and back-up information for audit and reference purposes.

Unit assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the performance criteria in the NOS and the information in the [] square brackets relates to the range items in the NOS.

The following ranges apply to the assessment criteria given in this unit.

Learning outcomes 1 and 2

1. Valuing work in progress:

- verified information sources
- contract valuations
- variations
- adjustments and allowances made
- negotiation
- valuation
- cash flow.

2. Contract – type:

- main contract
- sub/works/trade contractors
- suppliers contract
- consultant agreement.

3. Valuations and accounts:

- interim payment
- final accounts.

4. Variations:

- costs
- quantity
- quality
- progress.

Learning outcomes 3 and 4

1. Claims – resulting from:

- measurement
- valuation of variations
- liability for costs
- loss and expense arising from breaches of contract
- extensions of time
- damages arising from extra-contractual consideration.

2. Contract – type:

- main contractors
- sub/works/trade contractors
- suppliers contract
- consultant agreement.

3. Expert opinion:

- legal
- technical.

4. Information sources:

- contract provisions
- contract claims for payment
- dimensions and approximations from latest revisions of contract drawings
- records of executed work
- inspections of work in progress
- daywork
- agreed contract quantities
- agreed contract rates of payment
- agreed methods of calculation
- records of meetings.

5. Analyse:

- claimants' analysis
- respondents' analysis.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Valuation(s), and account(s), which include the value of work in progress, values of variations, liability for the cost of re-work and additional work and estimates (1.1, 1.2, 1.3, 1.4) [ALL].
2. Back-up information and calculations (1.5, 1.6) [1.1].

Process evidence: not applicable.

Learning outcome 3

Product evidence

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

1. Record(s) of progressed and valid claims (3.1) [3.1, 3.2, 3.3].
2. Record(s) of negotiations which include, calculations, analyses of opposing grounds for claims, agreed amendments (3.2, 3.3, 3.4, 3.5) [3.1, 3.2, 3.4, 3.5].
3. Records of documents, back up information, calculations (3.2, 3.6) [3.1, 3.4].

Process evidence

1. Presentation(s) to and negotiations with people involved in the contract (3.3, 3.4, 3.5) [3.1, 3.2, 3.4].

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare and agree interim valuations and final accounts	1.1	Value work in progress, and agree the calculations with valuers who are acting for the people involved in the contract			
		1.2	Price and reference the quantities used in valuations and accounts so that they meet contract provisions			
		1.3	Value variations and items which do not have an agreed contract rate by agreeing justifiable non-standard rates			
		1.4	Identify the liability for the cost of re-work and additional work, agree the liability with the people involved in the contract and record the estimates to meet administrative and contractual requirements			
		1.5	Prepare and submit accurate valuations and accounts which contain relevant background information and clarify and justify areas of potential disagreement			
		1.6	Record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to prepare and agree interim valuations and final accounts	2.1	Examine how to value work in progress			
		2.2	Evaluate how to agree the calculations with valuers who are acting for the people involved in the contract			
		2.3	Examine how to price the quantities used in valuations and accounts so that they meet contract provisions			
		2.4	Explain how to reference the quantities used in valuations and accounts so that they meet contract provisions			
		2.5	Examine how to value variations and items which do not have an agreed contract rate by agreeing justifiable non-standard rates			
		2.6	Describe what to identify as the liability for the cost of re-work and additional work			
		2.7	Evaluate how to agree the liability with the people involved in the contract			
		2.8	Explain how to record the estimates to meet administrative and contractual requirements			
		2.9	Explain how to prepare and submit accurate valuations and accounts which contain relevant background information			
		2.10	Explain how to clarify areas of potential disagreement			
		2.11	Evaluate how to justify areas of potential disagreement			
		2.12	Explain how to record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare and agree compensation events and entitlement for reimbursement for loss and expense	3.1	Assess the basis of entitlement and criteria for recovery against the contract and relevant expert opinion, and progress valid entitlement which can be substantiated			
		3.2	Calculate entitlement accurately from relevant and verified information sources			
		3.3	Analyse the opposing grounds for the entitlement, structure the entitlement clearly and present them			
		3.4	Negotiate and agree amendments to the entitlement with the parties involved in the contract			
		3.5	Conduct negotiations with the parties involved in the contract in a manner which maintains their goodwill and trust			
		3.6	Record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to prepare and agree compensation events and entitlement for reimbursement for loss and expense	4.1	Examine how to assess the basis of entitlement and criteria for recovery against the contract and relevant expert opinion			
		4.2	Explain how to progress valid entitlement which can be substantiated			
		4.3	Explain how to calculate entitlement accurately from relevant and verified information sources			
		4.4	Examine how to analyse the opposing grounds for the entitlement			
		4.5	Explain how to structure the entitlement clearly			
		4.6	Explain how to present the entitlement			
		4.7	Propose how to negotiate amendments to the entitlement with the parties involved in the contract			
		4.8	Evaluate how to agree amendments to the entitlement with the parties involved in the contract			
		4.9	Explain how to conduct negotiations with the parties involved in the contract in a manner which maintains their goodwill and trust			
		4.10	Explain how to record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 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.

13 Professional development and training

Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website at: qualifications.pearson.com. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: qualifications.pearson.com

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: qualifications.pearson.com

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment strategy – ConstructionSkills

This is the Assessment Strategy for ConstructionSkills, the Sector Skills Council (SSC) for construction and the built environment. The strategy itself contains a number of appendices, which are also included.

Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional

Introduction

This assessment strategy provides principles and guidance to awarding organisations so the assessment of units and qualifications with NVQ in the Qualifications and Credit Framework title and SVQs is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, supervisory, technical, managerial and professional NVQ and SVQ units and qualifications. This assessment strategy is one of the strands of the ConstructionSkills’ Construction Qualification Strategy.

These principles are in addition to the requirements that awarding organisations must meet for the delivery of NVQ and SVQ units and qualifications as required by the qualification regulators’ documentation.

This consolidated assessment strategy provides the overarching principles as systems may vary from one awarding organisation to another. Awarding organisations must consistently put these principles into practice.

Appendix A provides guidance to help awarding organisations incorporate relevant parts of these principle requirements in their documentation.

Appendix B provides a list of sub annexes relevant to specific NVQ or SVQ qualifications and units; these sub appendices contain additional information for awarding organisations where National Working Groups or Awarding Body Fora have identified the need for specific clarification. Clarification may be about the terminology of the content of the unit (ref. section 2.1), or specific occupational expertise requirements for assessors and verifiers (ref. section 4).

Awarding organisations must make this Strategy and the relevant annexes available to assessors, verifiers and candidates.

Principles

1. External quality control of assessment

1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of assessors and verifiers..

- 1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.
- 1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum, of which the qualification regulators are members. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQ or SVQ units and qualifications, including aspects informing incremental change.
- 1.4 The Forum will, in respect of this strategy:
- build on the good relationships with awarding organisations
 - provide opportunities to identify and address particular issues of external quality control
 - contribute to improving quality and consistency
 - support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
 - provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
 - discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
 - inform the continuous improvement of NOS, and awards derived from them
 - identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.
- 1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.
- 1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

2 Aspects to be assessed through performance in the workplace

- 2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).

- 2.2 Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:
- questioning the candidate
 - recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
 - performance evidence.
- 2.3 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Annex A suggests standard evidence notes for awarding organisations.

3 How simulated working conditions may be used to assess competence

- 3.1 Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:
- there are hazards
 - it is difficult to distinguish individual performance in team situations
 - circumstances occur infrequently or long-term results are involved
 - confidentiality is important
 - there are organisational constraints.
- 3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. Annex A suggests standard evidence notes for awarding organisations.
- 3.3 The ConstructionSkills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:
- tools, equipment and instruments
 - materials
 - types of contingencies
 - standards and quality specifications
 - real timescales
 - quantities of work
 - physical conditions
 - relationships with people
 - types of interaction
 - communication methods and media
 - information and data.

- 3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.
- 3.5 Where other Standard Setting Bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

4 Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that assessors:

4.1.1 have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.1.2 have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements

4.1.3 only assess in their acknowledged area of occupational competence

4.1.4 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and this Assessment Strategy (this document)

4.1.5 are prepared to participate in training activities for their continued professional development

4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

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

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

4.2 Awarding organisations must ensure that **internal verifiers**:

4.2.1 have sufficient, verifiable, relevant up to date experience, knowledge and understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.2.2 have expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the NOS and this Assessment Strategy (this document)

4.2.4 are prepared to participate in training activities for their continued professional development

4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework, or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice

or hold one of the following

- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process.

Holders of V1/D34 must quality assure to the reviewed National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of Internal Quality Assurance one of the following qualifications is held.

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

4.3 Awarding organisations must ensure that external verifiers:

4.3.1 have sufficient, verifiable, relevant experience, knowledge and a broad understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. External verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.3.2 have sufficient expertise so they have an up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the NOS and this Assessment Strategy (this document)

4.3.4 are prepared to participate in training activities for their continued professional development

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment
- SVQ (SCQF level) in the External Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF) in Leading the External Quality Assurance of Assessment

or hold one of the following

- V2 Conduct external quality assurance of the assessment process
- D35 Externally verify the assessment process.

Holders of V2/D35 must quality assure to the reviewed National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of External Quality Assurance one of the following qualifications is held at Level 3 and Level 4.

Level 3:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Level 4:

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice
- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process.

4.4 Selection and appointment of assessors and verifiers

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the NVQ/SVQ(s) they will assess/verify to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area:

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

All assessors should have experience as well as, not in lieu of, qualifications. Where there seem to be gaps in a potentially suitable applicant's experience and knowledge, the applicant should be interviewed. Successful applicants' CVs, profiling, reasons for not needing to interview and interview records should be available for audit.

Appendix B1

Additional Information to the Consolidated Assessment Strategy from the National Working Group for Controlling Lifting Operations

Part A: Clarification and guidance notes

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the Construction Skills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for the Controlling Lifting Operations units and qualifications with NVQ in the QCF title and SVQs.

Additional requirements for assessors of planning and supervising lifting operations

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in lifting operations and on each endorsement for which they wish to assess. The awarding body must ensure that all assessors are competent on each endorsement for which they intend to assess.

Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry require lift planners and supervisors to possess certification from recognised industry approved bodies. The awarding body should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where lifting experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

Part B: Clarification on standards (NOS) content terminology

Various sectors of industry, supported by the Health and Safety Executive, requested national occupational standards for the safety critical occupations of lift planner and lift supervisor. Standards from the suite of National Occupational Standards for Construction Site Supervision and Construction Site Management were identified by the National Working Group (NWG) as conveniently defining the job roles of planner and supervisor.

Certain standards (NOS), however, use terminology particular to, or make reference to, the construction sector, limiting the scope of the standards. Clarification of NOS terminology has been produced (Appendix B1, page ii), by the NWG, for awarding organisations, which provides interpretation and meaning of selected words that are used in lifting operations within other industrial sectors. Provision of this clarification further avoids a proliferation of new standards.

Awarding organisations need to ensure that candidates, employers, assessment centres, assessors and those involved in the verification process for this qualification are informed of the clarification of NOS terminology for planning and supervising lifting operations.

Clarification of NOS terminology for controlling lifting operations

'construction operations'	Includes lifting operations within other sectors of industry
'decision-makers'	This refers to the client, customer or their representative, senior/contracts manager, project team, consultants or in VR 705 the lift planner
'ensure notice has been given to all the people who will be affected'	This means as dictated by the lift plan
'lines', 'levels', 'angles'	This includes load levels, ground levels, lines for placing loads and lifting accessory angles
'near neighbours'	This can include other structures and a workforce in a different part of the project
'organise and control the site'	The lifting activity and the immediate surrounding area
'position, align and/or level the work'	This refers to items being moved and placed and the equipment used to attach and move the loads
'produce clear requests for plant, equipment or machinery'	This means those specified by the lift plan
'place and maintain notices'	This means ensuring that the correct notices (for the lifting activity) are in place prior to the commencement of the lifting activity, and checked throughout the duration of the activity
'plan how the work will be undertaken'	This means as dictated by the lift plan
'programmes and schedules'	This refers to either components part of, or the complete lift plan
'project'	A lifting operation that is taking place within an overall contract, project or work activity
'project plan'	This refers to either components part of, or the complete lift plan
'site'	A lifting operation that is taking place within an overall contract, project or work activity
'site plan'	This refers to either components part of, or the complete lift plan
'vehicular access'	This can comprise of all forms of transport, including waterborne and airborne craft

Appendix B2

Additional Information to the Consolidated Assessment Strategy from the Awarding Body Forum for Plant Operations

Clarification and guidance notes

Aspects to be assessed through performance in the workplace

This additional information has been produced to ensure consistency in aspects to be assessed through performance in the workplace as described in paragraph 2.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate the guidance into their assessment methodology for Plant Operations units and qualifications with NVQ in the QCF title and SVQ in the SCQF.

Additional requirements for assessment in the workplace

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This direct evidence must be met using a combination of the following methods:

- direct observation by the assessor
- witness testimony by an expert witness related to the occupational area
- professional discussion.

Workplace evidence must be supported by the required evidence of knowledge and understanding gained from at least three month's work-based experience.

Occupational expertise requirements for assessors

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for Plant Operations units and qualifications with NVQ in the QCF title and SVQs.

Additional requirements for assessors of plant operations

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in plant operations and on each endorsement for which they wish to assess. The awarding organisation must ensure that all assessors are competent on each endorsement for which they intend to assess in accordance with requirements of the qualification regulators' guidance for England, Northern Ireland, Scotland and Wales.

Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry require operators of plant and equipment to possess certification from recognised industry approved bodies. The awarding organisation should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce. Where plant-operating experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

Appendix C

Guidance on the use of simulation

Introduction

National Occupational Standards (NOS) are developed by Sector Skills Councils (SSCs) and describe the level of occupational competence required of a particular job role. NOS are then used to build National and Scottish Vocational Qualifications (N/SVQs) that are competence based qualifications and demand assessment in a workplace environment.

Assessment of N/SVQs through simulation is indicated where the achievement of valid and reliable assessment calls for evidence of performance under workplace conditions, but where it will be difficult to assess through normal working practice. This will usually apply as a result of one or more of the following constraints:

- activities which are inherently hazardous and where mistakes made in carrying them out would pose unacceptable risks to the candidate, other people, animals or property (e.g. electricity and gas sectors, fire service etc.)
- the costs incurred would be unacceptably high if mistakes were made during an activity and a candidate would therefore be required to 'prove' competence before progressing onto the actual work (e.g. handling rare or precious objects)
- situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (e.g. in some teamwork contexts)
- activities or situations which are sufficiently rare (e.g. where processes, such as 'shut-down', may only occur on an annual basis)
- when the collection and/or review of evidence of workplace performance would intrude unacceptably on personal privacy or confidentiality, or would significantly alter the nature of an interaction or relationship (e.g. in some healthcare settings)
- a requirement to work with new techniques and/or work practices which may not be available in all workplaces.

Where permitted, simulation can take one or a combination of the two following forms:

- the candidate is presented with an activity to perform using equipment and/or in a location which replicates that found in the workplace
- the candidate is presented with a situation to which they must respond; taking and playing the role they would expect to play in the workplace.

It is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and National and Scottish Vocational Qualifications (N/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

January 2018

For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

Edexcel is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.
VAT Reg No GB 278 537121**