

# **Pearson Edexcel Level 3 NVQ Diploma in Construction Contracting Operations**

## **Specification**

NVQ/Competence-based qualification

First registration February 2014

Issue 2

## Edexcel, BTEC and LCCI qualifications

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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](http://www.ciob.org.uk)

[www.ice.org.uk](http://www.ice.org.uk)



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

This qualification was previously known as:

Pearson Edexcel Level 3 NVQ Diploma in Construction Contracting Operations (QCF)

The QN remains the same.

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## Summary of Pearson Edexcel Level 3 NVQ Diploma in Construction Contracting specification Issue 2 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
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	2
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	4
QCF references removed from unit titles and unit levels in all units	11
Guided learning definition updated	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](http://qualifications.pearson.com/en/support/contact-us.html).



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This specification sets out:

- the objectives of the qualification
- any other qualifications 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?**

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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**

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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 Number (QN)	601/2500/7
Regulation start date	10/01/2014
Operational start date	01/02/2014
Approved age ranges	16-18 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 strategy.
Credit value	90
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	900
Guided learning hours	300
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 <i>Pearson Access and Recruitment Policy</i> (see <i>Section 9, 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.

## Qualification Number and qualification title

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. 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 the *Pearson Information Manual*, available on our website: [qualifications.pearson.com](http://qualifications.pearson.com).

## Qualification objectives

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The Pearson Edexcel Level 3 NVQ Diploma in Construction Contracting Operations is for learners who work in, or, who want to work in the construction and built environment sector.

It gives learners the opportunity to:

- demonstrate competence across a broad range of areas in the construction and built environment sector
- develop knowledge and skills related to the construction and built environment sector
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

This qualification is appropriate for employees in the construction and built environment sector working at a technical level in disciplines such as estimating, buying, planning, surveying, site technical support and design co-ordination. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

## Relationship with previous qualifications

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This qualification supersedes 500/9292/3 Pearson Edexcel Level 3 NVQ Diploma in Construction Contracting Operations (QCF) as it has been updated in line with revisions to the National Occupational Standards (NOS) in Construction.

## Apprenticeships

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ConstructionSkills, the Skills Council for the construction industry, include the Pearson Edexcel Level 3 NVQ Diploma in Construction Contracting Operations as the competence component for the Construction Technical and Professional Advanced Apprenticeship (Contracting Operations pathway). The Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment is the knowledge component.

## **Progression opportunities**

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Learners who gain greater occupational and management responsibility can progress to the Pearson Edexcel 6 NVQ Diploma in Construction Contracting Operations.

## **Industry support and recognition**

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This qualification is supported by ConstructionSkills. It is also recognised as contributing towards meeting the professional standards specified by Chartered Institute of Building (CIOB) and Institution of Civil Engineers (ICE). Professional recognition by these institutions is designed to increase the employability and progression opportunities available to learners.

## **Relationship with National Occupational Standards**

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

### 3 Qualification structure

#### **Pearson Edexcel Level 3 NVQ Diploma in Construction Contracting Operations**

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This qualification includes seven pathways. Learners must complete one pathway (minimum 90 credits) to achieve the qualification.

##### **Pathway 1–Estimating**

Learners must complete all six mandatory units to obtain 82 credits and a minimum of one optional unit to obtain a minimum of 12 credits, giving a total minimum value of 94 credits.

##### **Mandatory units–Estimating**

Learners must complete all six units in this group to obtain 82 credits.

1	H/504/7279	Operate health, safety and welfare systems in construction	3	12	40
2	H/504/7282	Prepare programmes and schedules of work in construction	3	16	70
3	K/504/7364	Operate project information systems in construction	3	10	40
4	R/504/7343	Develop and maintain working relationships and personal development in construction	3	12	30
5	K/504/7347	Prepare and process invitations to tender in construction	3	16	50
6	M/504/7348	Prepare estimates, bids and tenders in construction	3	16	50

##### **Optional units–Estimating**

Learners must complete a minimum of one unit in this group to obtain a minimum of 12 credits.

7	Y/504/7344	Prepare for, collect, analyse and present survey data in construction	3	17	40
8	D/504/7345	Record the condition of property in construction	3	15	40
9	T/504/7366	Integrate and control project design information in construction	4	13	50

10	H/504/7346	Prepare drawings and schedules in construction	3	16	60
11	T/505/9999	Prepare for work operations in construction	4	17	40
12	L/505/9992	Implement contract work in construction	4	16	40
13	M/504/7351	Establish and maintain the dimensional control of construction works	3	15	40
14	T/504/7352	Prepare for and carry out physical testing in construction	3	12	40
15	R/504/7424	Assess, plan and monitor project methods and progress in construction	4	15	40
16	D/505/9995	Monitor, maintain and improve supplies of materials in construction	3	15	40
17	J/505/9991	Recommend and monitor supplies of plant and equipment in construction	3	15	40
18	H/505/9996	Prepare and monitor costs and accounts in construction	4	15	50
19	H/504/7427	Prepare proposals and obtain feedback for the provision of products and services in construction	4	16	50



**Pathway 2–Buying**

Learners must complete all six mandatory units to obtain 80 credits and a minimum of one optional unit to obtain a minimum of 12 credits, giving a total minimum value of 92 credits.

**Mandatory units–Buying**

Learners must complete all six units in this group to obtain 80 credits.

1	H/504/7279	Operate health, safety and welfare systems in construction	3	12	40
2	H/504/7282	Prepare programmes and schedules of work in construction	3	16	70
3	K/504/7364	Operate project information systems in construction	3	10	40
4	R/504/7343	Develop and maintain working relationships and personal development in construction	3	12	30
16	D/505/9995	Monitor, maintain and improve supplies of materials in construction	3	15	40
17	J/505/9991	Recommend and monitor supplies of plant and equipment in construction	3	15	40

**Optional units–Buying**

Learners must complete a minimum of one unit in this group to obtain a minimum of 12 credits.

7	Y/504/7344	Prepare for, collect, analyse and present survey data in construction	3	17	40
8	D/504/7345	Record the condition of property in construction	3	15	40
9	T/504/7366	Integrate and control project design information in construction	4	13	50
10	H/504/7346	Prepare drawings and schedules in construction	3	16	60
5	K/504/7347	Prepare and process invitations to tender in construction	3	16	50
6	M/504/7348	Prepare estimates, bids and tenders in construction	3	16	50

11	T/505/9999	Prepare for work operations in construction	4	17	40
12	L/505/9992	Implement contract work in construction	4	16	40
13	M/504/7351	Establish and maintain the dimensional control of construction works	3	15	40
14	T/504/7352	Prepare for and carry out physical testing in construction	3	12	40
15	R/504/7424	Assess, plan and monitor project methods and progress in construction	4	15	40
18	H/505/9996	Prepare and monitor costs and accounts in construction	4	15	50
19	H/504/7427	Prepare proposals and obtain feedback for the provision of products and services in construction	4	16	50

**Pathway 3–Planning**

Learners must complete all six mandatory units to obtain 81 credits and a minimum of one optional unit to obtain a minimum of 12 credits, giving a total minimum value of 93 credits.

**Mandatory units–Planning**

Learners must complete all six units in this group to obtain 81 credits.

1	H/504/7279	Operate health, safety and welfare systems in construction	3	12	40
2	H/504/7282	Prepare programmes and schedules of work in construction	3	16	70
3	K/504/7364	Operate project information systems in construction	3	10	40
4	R/504/7343	Develop and maintain working relationships and personal development in construction	3	12	30
10	H/504/7346	Prepare drawings and schedules in construction	3	16	60
15	R/504/7424	Assess, plan and monitor project methods and progress in construction	4	15	40

**Optional units–Planning**

Learners must complete a minimum of one unit in this group to obtain a minimum of 12 credits.

7	Y/504/7344	Prepare for, collect, analyse and present survey data in construction	3	17	40
8	D/504/7345	Record the condition of property in construction	3	15	40
9	T/504/7366	Integrate and control project design information in construction	4	13	50
5	K/504/7347	Prepare and process invitations to tender in construction	3	16	50
6	M/504/7348	Prepare estimates, bids and tenders in construction	3	16	50
11	T/505/9999	Prepare for work operations in construction	4	17	40
12	L/505/9992	Implement contract work in construction	4	16	40

13	M/504/7351	Establish and maintain the dimensional control of construction works	3	15	40
14	T/504/7352	Prepare for and carry out physical testing in construction	3	12	40
16	D/505/9995	Monitor, maintain and improve supplies of materials in construction	3	15	40
17	J/505/9991	Recommend and monitor supplies of plant and equipment in construction	3	15	40
18	H/505/9996	Prepare and monitor costs and accounts in construction	4	15	50
19	H/504/7427	Prepare proposals and obtain feedback for the provision of products and services in construction	4	16	50

**Pathway 4–Surveying**

Learners must complete all five mandatory units to obtain 65 credits and a minimum of two optional units to obtain a minimum of 25 credits, giving a total minimum value of 90 credits.

**Mandatory units–Surveying**

Learners must complete all five units in this group to obtain 65 credits.

1	H/504/7279	Operate health, safety and welfare systems in construction	3	12	40
2	H/504/7282	Prepare programmes and schedules of work in construction	3	16	70
3	K/504/7364	Operate project information systems in construction	3	10	40
4	R/504/7343	Develop and maintain working relationships and personal development in construction	3	12	30
18	H/505/9996	Prepare and monitor costs and accounts in construction	4	15	50

**Optional units–Surveying**

Learners must complete a minimum of two units in this group to obtain a minimum of 25 credits.

7	Y/504/7344	Prepare for, collect, analyse and present survey data in construction	3	17	40
8	D/504/7345	Record the condition of property in construction	3	15	40
9	T/504/7366	Integrate and control project design information in construction	4	13	50
10	H/504/7346	Prepare drawings and schedules in construction	3	16	60
5	K/504/7347	Prepare and process invitations to tender in construction	3	16	50
6	M/504/7348	Prepare estimates, bids and tenders in construction	3	16	50
11	T/505/9999	Prepare for work operations in construction	4	17	40
12	L/505/9992	Implement contract work in construction	4	16	40

13	M/504/7351	Establish and maintain the dimensional control of construction works	3	15	40
14	T/504/7352	Prepare for and carry out physical testing in construction	3	12	40
15	R/504/7424	Assess, plan and monitor project methods and progress in construction	4	15	40
16	D/505/9995	Monitor, maintain and improve supplies of materials in construction	3	15	40
17	J/505/9991	Recommend and monitor supplies of plant and equipment in construction	3	15	40
19	H/504/7427	Prepare proposals and obtain feedback for the provision of products and services in construction	4	16	50

**Pathway 5–Site Technical Support**

Learners must complete all six mandatory units to obtain 81 credits and a minimum of one optional unit to obtain a minimum of 12 credits, giving a total minimum value of 93 credits.

**Mandatory units–Site Technical Support**

Learners must complete all six units in this group to obtain 81 credits.

1	H/504/7279	Operate health, safety and welfare systems in construction	3	12	40
2	H/504/7282	Prepare programmes and schedules of work in construction	3	16	70
3	K/504/7364	Operate project information systems in construction	3	10	40
4	R/504/7343	Develop and maintain working relationships and personal development in construction	3	12	30
12	L/505/9992	Implement contract work in construction	4	16	40
13	M/504/7351	Establish and maintain the dimensional control of construction works	3	15	40

**Optional units–Site Technical Support**

Learners must complete a minimum of one unit in this group to obtain a minimum of 12 credits.

7	Y/504/7344	Prepare for, collect, analyse and present survey data in construction	3	17	40
8	D/504/7345	Record the condition of property in construction	3	15	40
9	T/504/7366	Integrate and control project design information in construction	4	13	50
10	H/504/7346	Prepare drawings and schedules in construction	3	16	60
5	K/504/7347	Prepare and process invitations to tender in construction	3	16	50
6	M/504/7348	Prepare estimates, bids and tenders in construction	3	16	50
11	T/505/9999	Prepare for work operations in construction	4	17	40

14	T/504/7352	Prepare for and carry out physical testing in construction	3	12	40
15	R/504/7424	Assess, plan and monitor project methods and progress in construction	4	15	40
16	D/505/9995	Monitor, maintain and improve supplies of materials in construction	3	15	40
17	J/505/9991	Recommend and monitor supplies of plant and equipment in construction	3	15	40
18	H/505/9996	Prepare and monitor costs and accounts in construction	4	15	50
19	H/504/7427	Prepare proposals and obtain feedback for the provision of products and services in construction	4	16	50



**Pathway 6–Design Coordinator**

Learners must complete all five mandatory units to obtain 63 credits and a minimum of two optional units to obtain a minimum of 27 credits, giving a total minimum value of 90 credits.

**Mandatory units–Design Coordinator**

Learners must complete all five units in this group to obtain 63 credits.

1	H/504/7279	Operate health, safety and welfare systems in construction	3	12	40
2	H/504/7282	Prepare programmes and schedules of work in construction	3	16	70
3	K/504/7364	Operate project information systems in construction	3	10	40
4	R/504/7343	Develop and maintain working relationships and personal development in construction	3	12	30
9	T/504/7366	Integrate and control project design information in construction	4	13	50

**Optional units–Design Coordinator**

Learners must complete a minimum of two units in this group to obtain a minimum of 27 credits.

7	Y/504/7344	Prepare for, collect, analyse and present survey data in construction	3	17	40
8	D/504/7345	Record the condition of property in construction	3	15	40
10	H/504/7346	Prepare drawings and schedules in construction	3	16	60
5	K/504/7347	Prepare and process invitations to tender in construction	3	16	50
6	M/504/7348	Prepare estimates, bids and tenders in construction	3	16	50
11	T/505/9999	Prepare for work operations in construction	4	17	40
12	L/505/9992	Implement contract work in construction	4	16	40
13	M/504/7351	Establish and maintain the dimensional control of construction works	3	15	40

14	T/504/7352	Prepare for and carry out physical testing in construction	3	12	40
15	R/504/7424	Assess, plan and monitor project methods and progress in construction	4	15	40
16	D/505/9995	Monitor, maintain and improve supplies of materials in construction	3	15	40
17	J/505/9991	Recommend and monitor supplies of plant and equipment in construction	3	15	40
18	H/505/9996	Prepare and monitor costs and accounts in construction	4	15	50
19	H/504/7427	Prepare proposals and obtain feedback for the provision of products and services in construction	4	16	50

**Pathway 7–General**

Learners must complete all four mandatory units to obtain 50 credits and a minimum of three optional units to obtain a minimum of 40 credits, giving a total minimum value of 90 credits.

**Mandatory units–General**

Learners must complete all four units in this group to obtain 50 credits.

1	H/504/7279	Operate health, safety and welfare systems in construction	3	12	40
2	H/504/7282	Prepare programmes and schedules of work in construction	3	16	70
3	K/504/7364	Operate project information systems in construction	3	10	40
4	R/504/7343	Develop and maintain working relationships and personal development in construction	3	12	30

**Optional units–General**

Learners must complete a minimum of three units in this group to obtain a minimum of 40 credits.

7	Y/504/7344	Prepare for, collect, analyse and present survey data in construction	3	17	40
8	D/504/7345	Record the condition of property in construction	3	15	40
9	T/504/7366	Integrate and control project design information in construction	4	13	50
10	H/504/7346	Prepare drawings and schedules in construction	3	16	60
5	K/504/7347	Prepare and process invitations to tender in construction	3	16	50
6	M/504/7348	Prepare estimates, bids and tenders in construction	3	16	50
11	T/505/9999	Prepare for work operations in construction	4	17	40
12	L/505/9992	Implement contract work in construction	4	16	40
13	M/504/7351	Establish and maintain the dimensional control of construction works	3	15	40

14	T/504/7352	Prepare for and carry out physical testing in construction	3	12	40
15	R/504/7424	Assess, plan and monitor project methods and progress in construction	4	15	40
16	D/505/9995	Monitor, maintain and improve supplies of materials in construction	3	15	40
17	J/505/9991	Recommend and monitor supplies of plant and equipment in construction	3	15	40
18	H/505/9996	Prepare and monitor costs and accounts in construction	4	15	50
19	H/504/7427	Prepare proposals and obtain feedback for the provision of products and services in construction	4	16	50

## 4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. 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, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	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, whether at or away from the workplace. 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 the assessment criteria within a unit 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 based on RPL should provide confidence that the same level of skill/understanding/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
- a **combination** of these.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Pearson website

## Assessment strategy

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The assessment strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it 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

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, as well as the requirements of the ConstructionSkills assessment strategy. As stated in the assessment strategy, the evidence for this qualification 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, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

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

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. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

## 5 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.

### General resource requirements

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- Centres must have the appropriate physical resources to support both the 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 strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE 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 strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery 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 9, Access and recruitment* and *Section 10, Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 6 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson Edexcel accredited 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 Edexcel vocational qualifications is available at [qualifications.pearson.com](http://qualifications.pearson.com).

### Approvals agreement

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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.



## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. 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, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/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 must reflect the centre's performance, taking account of the number:

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

For centres offering a full Pearson BTEC Apprenticeship (ie all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

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

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook on our website, at [qualifications.pearson.com](http://qualifications.pearson.com) and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at [qualifications.pearson.com](http://qualifications.pearson.com).

## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a 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
- taking advantage of suitable digital methods to capture evidence.

## 9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any 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.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

## 10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should 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.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding 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*.

Details on how to make adjustments for learners with protected characteristics are given in the document Pearson *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: [qualifications.pearson.com](http://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 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 gives a summary of the purpose of the unit.

## **Unit assessment requirements/evidence requirements**

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

## **Learning outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

## Unit 1: Operate Health, Safety and Welfare Systems in Construction

Unit reference number: **H/504/7279**

**Level: 3**

**Credit value: 12**

**Guided learning hours: 40**

## Unit summary

This unit is about health, safety and welfare policy and its implementation within an organisation. It applies to the workplace whether a site, workshop, office or elsewhere. You will need to encourage a culture of health, safety and welfare and carry out inductions. You will need to check systems regularly, report/record information, identify possible improvements and make recommendations for improvement. 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.

## Unit assessment requirements/evidence requirements

The following ranges apply.

### Learning outcomes 1 and 2

- Workplace:
  - office
  - workshop
  - factory
  - warehouse
  - construction sites including public areas (e.g. buildings, roads, motorways, railways and all infrastructure projects)
- Induct:
  - health and safety responsibilities
  - health, safety and welfare equipment and resources
  - risk control procedures/method statements
  - first-aid arrangements
  - site, construction and installation operations
  - health and safety plans

- People:
  - workforce
  - visitors
  - public
  - non-English speaking workforce
  
- Health, safety and welfare equipment and resources:
  - protective clothing
  - protective equipment
  - first-aid facilities and arrangements
  - welfare facilities
  - storage and security of materials and equipment
  - accident and incident reporting
  - firefighting equipment
  - provision of health, safety and welfare training

### **Learning outcomes 3 and 4**

- 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
  
- Workplace:
  - office
  - workshop
  - factory
  - warehouse
  - construction sites including public areas (e.g. buildings, roads, motorways, railways and all infrastructure projects)



- Factors:
  - injure people
  - cause ill health
  - long-term health condition
  - damage property
  - adversely affect the man-made and built environment
  - cost
  
- Assess:
  - likelihood of occurrence
  - severity of harm or damage incurred
  
- Risks:
  - high
  - medium
  - low
  
- Principles of prevention and protection:
  - eliminate risk
  - control at source
  - cumulative/collective protection
  - manage risk
  - personal protection equipment

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 determine the standard required to achieve the unit.

1	Be able to operate health, safety and welfare systems in the workplace	1.1	Take responsibility for personal health and safety in the workplace			
		1.2	Encourage a culture of health, safety and welfare whilst in the workplace and identify and recommend opportunities for improving the health and safety of the work environment			
		1.3	Induct people and check that they have appropriate competence certification and are monitored whilst in the workplace			
		1.4	Ensure that health, safety and welfare equipment and resources are maintained to meet statutory requirements			
		1.5	Comply with systems which meet statutory requirements for identifying and reducing hazards and reporting accidents and emergencies and prevent recurrences			
		1.6	Check and ensure compliance with health, safety and welfare systems regularly, in accordance with statutory and project requirements			
		1.7	Make recommendations for improving the work environment clearly and promptly to stakeholders and report workplace conditions and situations which do not comply with statutory and project regulations			

2	Understand how to operate health, safety and welfare systems in the workplace	2.1	Evaluate how to take responsibility for personal health and safety in the workplace			
		2.2	Explain how to encourage a culture of health, safety and welfare whilst in the workplace			
		2.3	Explain how to induct people and check that people are certified and monitored whilst in the workplace			
		2.4	Explain how to ensure that health, safety and welfare equipment and resources are maintained to meet statutory requirements			
		2.5	Explain how to comply with systems which meet statutory requirements for identifying and reducing hazards and reporting accidents and emergencies and preventing recurrences			
		2.6	Explain how to check and ensure compliance with health, safety and welfare systems regularly, in accordance with statutory and project requirements			
		2.7	Describe what to identify as special workplace conditions which do not comply with regulations			
		2.8	Propose how to make recommendations for improving the work environment clearly and promptly to stakeholders			
		2.9	Propose how to recommend opportunities for improving the health and safety of the workplace environment			
		2.10	Explain how to report workplace conditions and situations which do not comply with statutory and project regulations			

3	Be able to identify hazards and assess risks in the workplace	3.1	Identify the hazards in the workplace arising from work products, processes and equipment			
		3.2	Obtain and receive accurate information on any factors relating to the hazards			
		3.3	Assess the significance of the hazards			
		3.4	Apply the principles of prevention and protection			
		3.5	Identify the residual risks			
		3.6	Check that resulting information on significant residual risks is provided to the appropriate people			
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 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 assess the significance of the hazards			
		4.4	Explain how to apply the principles of prevention and protection			
		4.5	Describe how to identify the residual risks			
		4.6	Explain how to check that information on significant residual risks is provided to the appropriate people			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

# **Unit 2: Prepare Programmes and Schedules of Work in Construction**

**Unit reference number: H/504/7282**

**Level: 3**

**Credit value: 16**

**Guided learning hours: 70**

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## **Unit summary**

This unit is about obtaining, confirming, recording, storing, using and presenting information. You will need to identify the information you require and ensure that it is accurate, reliable and effective and that it also meets organisational and legal requirements.

You will need to ensure that systems and procedures are suitable, comply with organisational and legal requirements and allow authorised access. You will need to identify possible improvements, either personally or with team members, and make recommendations for improvement.

You will need to identify and agree project requirements. You will need to identify unrealistic project requirements, decide on alternatives, and summarise and present the project requirements. You will need to produce detailed accurate schedules, allowing for anticipated contingencies in an appropriate agreed format.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Sources of information:
  - people within your organisation
  - people outside your organisation
  - internal information systems
  - published media
  - specially commissioned research
  - valid personal experience
- Types of information:
  - quantitative
  - qualitative

- Methods of obtaining information:
  - listening and watching
  - reading
  - spoken questioning
  - written questioning
  - formal research conducted personally
  - formal research conducted by third parties
- Decisions:
  - affecting operational performance
  - affecting organisational policy

### **Learning outcomes 3 and 4**

- Project stakeholders:
  - the client
  - design consultants
  - line management
  - potential contractors
  - potential subcontractors and suppliers
  - independent client advisers
  - user groups
  - funding agencies
  - special interest groups
  - local community
- Goals and objectives
  - quantity
  - design quality
  - build quality
  - cost
  - time
  - development
  - improvement
  - fitness for purpose
  - whole-life costs
  - use/adaptability
  - health, safety and welfare
  - economic impacts

- community impacts
- environmental impact
- security
- conservation impact
  
- Clarify the project stakeholders' requirements by:
  - reference to standard documentation
  - checklists
  - client consultation
  - questionnaires
  - comparative field research
  - market research
  - technical requirements
  - client requirements
  - insurance risk impact
  - project management plan
  
- Constraints and risks:
  - cost
  - time
  - resources
  - health and safety
  - the environment
  - technical

### **Learning outcomes 5 and 6**

- Scope of work:
  - time
  - cost
  - quality objectives

- Services:
  - design (including management services)
  - materials
  - construction (e.g. buildings, roads, motorways, railways and all infrastructure projects)
  - plant and equipment
  - people
  - manufacture
  
- Present:
  - orally
  - in writing
  - graphically
  - electronically

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 determine the standard required to achieve the unit.

1	Be able to obtain the information needed to take critical decisions	1.1	Identify the types of information you need to make the required decisions			
		1.2	Ensure that your sources of information are reliable and sufficiently wide-ranging to meet your information needs			
		1.3	Ensure that your methods of obtaining information are reliable, effective and make efficient use of resources			
		1.4	Ensure that your methods of obtaining information are consistent with organisational values, policies and legal requirements			
		1.5	Ensure that the information you obtain is accurate, relevant and sufficient to allow you to take decisions			
		1.6	Ensure that where information is inadequate, contradictory or ambiguous, you take prompt and effective action to deal with this			

2	Understand how to obtain the information needed to take critical decisions	2.1	Describe how to identify the information you need to make the required decisions			
		2.2	Explain how to ensure that your sources of information are reliable and sufficiently wide-ranging to meet your information needs			
		2.3	Explain how to ensure that your methods of obtaining information are reliable, effective and make efficient use of resources			
		2.4	Explain how to ensure that your methods of obtaining information are consistent with organisational values, policies and legal and ethical requirements			
		2.5	Explain how to ensure that the information you obtain is accurate, relevant and sufficient to allow you to take decisions			
		2.6	Explain how to ensure that where information is inadequate, contradictory or ambiguous that you take prompt and effective action to deal with this			
3	Be able to confirm project requirements	3.1	Confirm with decision makers their immediate goals and objectives of project stakeholders			
		3.2	Identify the function and performance requirements for the project			
		3.3	Clarify the project stakeholders' requirements, the options available and the constraints and risks which might apply to the project			

		3.4	Identify project requirements and stakeholders' requirements which do not appear to be realistic and identify valid option			
		3.5	Summarise the project requirements in order to prepare a work schedule			
4	Understand how to confirm project requirements	4.1	Explain how to confirm with decision makers their immediate goals and objectives of project stakeholders			
		4.2	Describe what to identify as the function and performance requirements for the project			
		4.3	Explain how to clarify the project stakeholders' requirements, the options available and the constraints and risks which might apply to the project			
		4.4	Describe what to identify as project requirements and stakeholders' requirements which do not appear to be realistic and valid option			
		4.5	Explain how to summarise the project requirements in order to prepare a work schedule			
5	Be able to prepare a work schedule	5.1	Produce detailed schedules of work which are accurate, and contain a statement of the scope of work and the services needed			
		5.2	Estimate and obtain the work content and time duration accurately in consultation with others			
		5.3	Plan the schedules of work so that they are achievable with the resources available			
		5.4	Calculate appropriate and realistic allowances to meet anticipated contingencies			

6	Understand how to prepare a work schedule	5.5	Draft the schedules of work in a format which is appropriate to the type and scope of the work			
		5.6	Present information clearly and accurately and reach agreement using a style and approach which maintains goodwill and trust			
		6.1	Explain how to produce schedules of work containing the scope of the work and the services			
		6.2	Examine how to estimate and obtain the work content and time duration			
		6.3	Propose how to plan the schedules of work			
		6.4	Explain how to calculate allowances to meet anticipated contingencies			
		6.5	Evaluate how to draft the schedules of work			
		6.6	Explain how to present information			
		6.7	Evaluate how to reach agreement using a style and approach which maintains goodwill and trust			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

# **Unit 3: Operate Project Information Systems in Construction**

**Unit reference number: K/504/7364**

**Level: 3**

**Credit value: 10**

**Guided learning hours: 40**

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## **Unit summary**

This unit is about the operating of a project information system in accordance with agreed procedures. You will need to record, collate and store the information and offer guidance to users of the system. You will also need to keep records up to date by archiving any redundant information.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Requirements:
  - scope
  - contents
  - users
  - operation
  - maintenance
  - classification system
  - legal controls (e.g. Data Protection Act, patents, regulations, copyright law)
- Project information storage systems:
  - paper based (e.g. manual files, technical library)
  - photo reduced (e.g. microfiche)
  - electronic (e.g. computer database, CD ROM, on-line)

- Types of information:
  - providers
  - product documentation
  - standard drawings
  - specifications
  - technical books
  - product information
  - government and statutory publications
  - research and advisory data
  - reports
  - periodicals
  - abstracts
  - samples
  - project documentation
  - organisational documentation (e.g. pro forma)
  - published information
  
- Commission the technical information system:
  - company devised
  - commercial information service
  
- Classify by:
  - project file
  - alphanumeric
  - organisational system
  
- Use of the technical information storage system:
  - technical reference
  - current record
  - archive record
  - knowledge management
  - personal development (including Continuing Professional Development)
  - access controls

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 determine the standard required to achieve the unit.

1	Be able to obtain and evaluate feedback information	1.1	Confirm the requirements for project information storage systems			
		1.2	Confirm and agree valid procedures for obtaining, selecting, classifying and recording information			
		1.3	Assess the relevance of information and classify the relevant information using the agreed system			
		1.4	Record information accurately and store it using the agreed procedures			
		1.5	Collate information and organise it into a suitable form for display and use			
		1.6	Advise and offer guidance to people who are unable to find the information they need and suggest alternative sources			
		1.7	Operate the project information system by following procedures which have been agreed so that the project information system remains reliable and secure			
		1.8	Set up and operate appropriate and valid procedures for maintaining up-to-date information, remove information which is not needed and archive redundant information			
		1.9	Identify and retrieve, summarise and disseminate information which might be of use to others			



2	Understand how to obtain and evaluate feedback information	2.1	Explain how to confirm the requirements for project information storage systems			
		2.2	Explain how to confirm valid procedures for obtaining, selecting, classifying and recording information			
		2.3	Evaluate how to agree valid procedures for obtaining, selecting, classifying and recording information			
		2.4	Examine how to assess the relevance of information and classify the relevant information using the agreed system			
		2.5	Explain how to record information accurately and store it using the agreed procedures			
		2.6	Explain how to collate information and organise it into a suitable form for display and use			
		2.7	Propose how to advise and offer guidance to people who are unable to find the information they need and suggest alternative sources			
		2.8	Explain how to operate the project information system by following procedures which have been agreed so that the project information system remains reliable and secure			
		2.9	Propose how to set up and operate appropriate and valid procedures for maintaining up-to-date information			
		2.10	Explain how to operate appropriate and valid procedures for maintaining up-to-date information and remove information which is not needed and archive redundant information			
		2.11	Describe what to identify as information which might be of use to others			

		2.12	Explain how to retrieve, summarise and disseminate information which might be of use to others			

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**

**Unit reference number: R/504/7343**

**Level: 3**

**Credit value: 12**

**Guided learning hours: 30**

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## **Unit summary**

This unit is about developing and maintaining working relationships with colleagues, team members, your manager and others. It is also about you optimising your own performance and undertaking personal development. You will need to develop and maintain effective relationships, offering timely, relevant information and helpful sensitive advice. You will need to present clear, timely proposals appropriately detailed.

You will need to set and prioritise your own objectives and realistically plan your work activities allowing for unforeseen circumstances and delegating where appropriate. You will need to make decisions, minimise disruptions, obtain further information as needed and regularly review progress, rescheduling as necessary.

You will need to review your own performance, both by yourself and with your line manager, and identify personal development needs, forming these into a development plan. You will need to undertake development activities, record progress and re-review your performance.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Working relationships:
  - formal (project and regulatory)
  - informal

- People:
  - technical
  - non-technical
  - authority
  - local community
  
- Promote goodwill and trust:
  - demonstrating a duty of care
  - ethical relationships
  - professional independence
  - honouring promises and undertakings
  - honest relationships
  - constructive relationships
  - equal opportunities
  - encouraging diversity
  
- Inform, offer advice and present:
  - orally
  - in writing
  - using graphics
  - electronically
  
- Work activities:
  - progress
  - results
  - achievements
  - risks
  - opportunities
  - proposals and their impact
  - potential problems
  - resolving problems

### **Learning outcomes 3 and 4**

- Organisational constraints:
  - organisational objectives
  - organisational policies
  - resources

- Delegate to:
  - team members
  - colleagues working at the same level as yourself
  - people outside your organisation

### **Learning outcomes 5 and 6**

- Aims and objectives:
  - intellectual challenge
  - need for updating
  - need to provide evidence of maintenance of vocational competence
  - preparation for career development
  - compliance with employer and professional requirements
  - organisational credibility
- Personal development:
  - maintenance of existing competence
  - improvements to existing competence
  - development of new competence
- Sources of support and guidance:
  - national/industry bodies
  - professional institutions
  - education and training providers
  - in house
- Standards of competence:
  - job descriptions and personal specification
  - professional institution requirements
  - National Occupational Standards
  - industry standards (e.g. card schemes and best practice)

- Development activities:
  - formal courses
  - work experience
  - personal study
  - work shadowing/secondments
  - mentoring
  - developing personal networks
- Development plan includes:
  - priorities
  - target dates
  - development activities

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 determine the standard required to achieve the unit.

1	Be able to develop and maintain relationships with people	1.1	Develop and maintain working relationships with people which promote goodwill and trust			
		1.2	Inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency			
		1.3	Offer advice and help to people about work activities with sensitivity			
		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			
2	Understand how to develop and maintain relationships with people	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 inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency			
		2.4	Propose how to offer advice and help to people about work activities			
		2.5	Explain how to present proposals for action to people			

3	Be able to optimise your own resources to meet objectives	3.1	Set objectives for your work which are specific, measurable and achievable within organisational constraints			
		3.2	Prioritise your objectives in line with organisational objectives and policies			
		3.3	Plan your work activities so that they are consistent with your objectives and your personal resources			
		3.4	Estimate the time you need for activities realistically and allow for unforeseen circumstances			
		3.5	Delegate work to others in a way which makes the most efficient use of available time and resources			
		3.6	Take decisions as soon as you have sufficient information			
		3.7	Take prompt and efficient messages to obtain further information needed when taking decisions			
		3.8	Minimise unhelpful interruptions to, and digressions from, planned work			
		3.9	Regularly review progress and reschedule activities to help you in achieving your planned objectives			
4	Understand how to optimise your own resources to meet objectives	4.1	Evaluate how to set objectives for your work which are specific, measurable and achievable within organisational constraints			
		4.2	Examine how to prioritise your objectives in line with organisational objectives and policies			
		4.3	Propose how to plan your work activities so that they are consistent with your objectives and your personal resources			



		4.4	Examine how to estimate the time you need for activities realistically and allow for unforeseen circumstances			
		4.5	Explain how to delegate work to others in a way which makes the most efficient use of available time and resources			
		4.6	Evaluate how to take decisions as soon as you have sufficient information			
		4.7	Explain how to take prompt and efficient messages to obtain further information needed when taking decisions			
		4.8	Explain how to minimise unhelpful interruptions to, and digressions from, planned work			
		4.9	Examine how to regularly review progress and reschedule activities to help you in achieving your planned objectives			
5	Be able to undertake personal development in the occupational practice area	5.1	Review the personal aims and objectives for undertaking personal development			
		5.2	Identify sources of support and guidance for undertaking personal development			
		5.3	Identify and agree relevant standards of competence against which personal development can be measured			
		5.4	Review in conjunction with line manager the current personal level of performance against the identified standards of competence and record a profile of present competence and personal development needs			

		5.5	Confirm a development plan for achieving identified development needs			
		5.6	Undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities			
		5.7	Record evidence of competence gained against the identified standards of competence			
		5.8	Review the cycle of personal development aims and objectives and update aims and objectives to suit changing circumstances			
6	Understand how to undertake personal development in the occupational practice area	6.1	Explain how to revise and update personal development aims and objectives to suit changing circumstances			
		6.2	Examine how to review the personal aims and objectives for undertaking personal development			
		6.3	Describe what to identify as sources of support and guidance for undertaking personal development			
		6.4	Examine how to review in conjunction with line manager the current personal level of performance against the identified standards of competence			
		6.5	Explain how to record a profile of present competence and personal development needs			
		6.6	Explain how to record evidence of competence gained against the identified standards of competence			
		6.7	Evaluate how to identify and agree relevant standards of competence against which personal development can be measured			

		6.8	Explain how to confirm a development plan			
		6.9	Evaluate how to undertake development activities			
		6.10	Examine how to review progress and the effectiveness of the development activities			
		6.11	Explain how to record progress and the effectiveness of the development activities			
		6.12	Explain how to update aims and objectives			

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*



# **Unit 5: Prepare and Process Invitations to Tender in Construction**

**Unit reference number: K/504/7347**

**Level: 3**

**Credit value: 16**

**Guided learning hours: 50**

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## **Unit summary**

This unit is about identifying and pre-qualifying tenderers such as sub-contractors and suppliers, and producing and issuing tender documents. You will need to identify and list potential tenderers, send out pre-qualification enquiries, evaluate responses and confirm the tender list.

You will need to draw up, review for accuracy and issue tender documents. You will need to deal with errors and enquiries and keep accurate records.

You will need to check tenders received against agreed criteria and recommend the tender which best meets the criteria.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Tenderers:
  - contractors
  - sub/works/trade contractors
  - suppliers
  - consultants
- Evidence:
  - documentary
  - references
  - interview

- Selection criteria:
  - quality and delivery record
  - competitiveness
  - 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
  - innovation
  - local economic benefit

### **Learning outcomes 3 and 4**

- Tender:
  - open competitive
  - two stage
  - selected list
  - negotiated
  
- Documents:
  - invitation to tender
  - form of tender
  - returns procedure
  - surveys
  - specifications
  - drawings
  - schedules
  - bills of quantities
  - health, safety and welfare requirements
  - scope of services
  - terms and conditions
  - schedules of rates
  - evaluation criteria and procedures
  - environmental requirements
  - procedures for submitting tenders

- Formats:
  - paper
  - electronic
  
- Client requirements:
  - preferred suppliers
  - confidentiality
  - publicity restrictions
  - local and economic benefits
  - industry accreditation
  - workforce accreditation
  - agreed conservation value
  
- Changes:
  - price
  - quantity
  - quality
  - standards
  - carriage and delivery
  - completion
  - maintenance
  - after-sales service
  - method of payment
  - terms of payment
  - contract conditions
  - survey information
  - timescales
  - client amendment
  
- Tenderers:
  - contractors
  - sub/works/trade contractors
  - suppliers
  - consultants

## **Learning outcomes 5 and 6**

- Tenderers:
  - contractors
  - sub/works/trade contractors
  - suppliers
  - consultants
  
- Criteria:
  - tender compliance
  - quality
  - technical viability
  - timescale
  - cost (budgets, rates)
  - loading and cash flow
  - policies which offer added value
  - any variations, adjustments and corrections

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 determine the standard required to achieve the unit.

1	Be able to identify potential tenderers	1.1	Identify a list of potential tenderers able to meet the contract criteria and suitable for pre-qualification			
		1.2	Offer advice and information to decision makers about potential tenderers and the selection criteria			
		1.3	Obtain pre-qualification information about potential tenderers to confirm evidence about their experience and capability and availability to carry out the work			
		1.4	Evaluate potential tenderers who respond to the pre-qualification enquiry against the selection criteria in order to short-list			
		1.5	Confirm that the selected tenderers are willing to bid and, if necessary, refer to the original long list			
2	Understand how to identify potential tenderers	2.1	Describe how to identify a list of potential tenderers			
		2.2	Propose how to offer advice and information to decision makers about potential tenderers and the selection criteria			
		2.3	Explain how to obtain pre-qualification information about potential tenderers to confirm evidence about their experience and capability and availability to carry out the work			
		2.4	Evaluate potential tenderers against the selection criteria in order to short list			

		2.5	Explain how to confirm that the selected tenderers are willing to tender			
3	Be able to prepare and issue tender documents	3.1	Draft and review appropriate tender documents in relevant formats to ensure that they cover the scope of the works, contract and client requirements			
		3.2	Ensure that all tender documents are issued in accordance with agreed procedures			
		3.3	Record any changes required by the client			
		3.4	Identify any changes which are reported and amend the tender documents and ensure that addendums are re-issued			
		3.5	Keep accurate records of tender documents issued, feedback and identified changes			
		3.6	Implement action when tenderers withdraw from the process			
4	Understand how to prepare and issue tender documents	4.1	Evaluate how to draft appropriate tender documents			
		4.2	Examine how to review tender documents			
		4.3	Explain how to ensure that tender documents are issued in accordance with agreed procedures			
		4.4	Explain how to record any changes required by the client			
		4.5	Describe what to identify as any reported changes			
		4.6	Explain how to amend the tender documents			
		4.7	Explain how to ensure that addendums are re-issued			
		4.8	Explain how to keep accurate records of tender documents issued, feedback and identified changes			

		4.9	Explain how to implement action when tenderers withdraw from the process			
5	Be able to check tenders	5.1	Acknowledge and check the tenders received against the agreed criteria			
		5.2	Modify and repeat the tendering processes if too few tenders are received to show that there has been adequate competition			
		5.3	Check with tenderers if any discrepancies, omissions and errors are found in the tenders, and record any amendments which tenderers authorise			
		5.4	Identify tenders which meet the criteria			
6	Understand how to check tenders	6.1	Explain how to acknowledge the tenderers received			
		6.2	Explain how to check the tenderers received against the agreed criteria			
		6.3	Explain how to modify and repeat the tendering processes if too few tenders are received to show that there has been adequate competition			
		6.4	Explain how to check with tenderers if any discrepancies, omissions and errors are found in the tenders and record any amendments which tenderers authorise			
		6.5	Describe what to identify as the tenders which meet the criteria			

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Assessor signature: \_\_\_\_\_

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*(if sampled)*

# **Unit 6: Prepare Estimates, Bids and Tenders in Construction**

**Unit reference number: M/504/7348**

**Level: 3**

**Credit value: 16**

**Guided learning hours: 50**

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## **Unit summary**

This unit is about the evaluation of tender enquiries, identifying and making necessary measurements and producing estimates by costing resources. You will need to check and summarise tender details and identify points of concerns. You will need to make recommendations about tenders and maintain records.

You will need to assemble, collate and review information and measure quantities and prepare descriptions. You will need to identify inaccurate information and deal with it appropriately. You will need to develop working documents, calculate resource requirements, estimate costs, allowing for external factors, and produce an overall estimate. You will need to explain the costings and produce payment schedules.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Tender– type:
  - contractor
  - sub/works/trade contractor
  - supply
  - consultancy
- Tender requirements:
  - construction
  - installation and maintenance work
  - supply of goods and materials
  - consultancy services

- Decision makers:
  - clients and their agents
  - colleagues
  - line managers
  - specialists – internal or external to organisation
  
- Points of concern:
  - inconsistent with the policy of the organisation
  - discrepancies within enquiry information
  - tender procedure requirements
  - quantitative requirements
  - qualitative requirements
  - contractual requirements
  
- Tender documents–type:
  - invitation to tender
  - form of tender
  - returns procedure
  - survey reports
  - specifications
  - drawings
  - schedules
  - bills of quantities
  - health and safety and welfare policies
  - environmental policies
  - scope of services
  - terms and conditions
  - schedule of rates
  - procedures for submitting tenders
  - evaluation criteria and procedures
  
- Organisational capability:
  - financial
  - viability of tendering information
  - current workload
  - type of work
  - competence of people

- timescale (tender and contract)
- environmental impact
- location
- social and political policies

### **Learning outcomes 3 and 4**

- Information:
  - drawings
  - schedules
  - specifications
  - information about the contract and allocation of risks and responsibilities
  - quotations
  - records of queries raised and answers
  - standard methods of measurement
  - technical literature
- Measurement – relates to:
  - trade
  - elemental
  - operational
  - approximate
  - schedules of rates
- Measure dimensions and calculate quantities:
  - manual
  - electronic
- Calculate cost:
  - manual
  - electronic
- Estimate:
  - cost based on a quotation
  - unit cost built up from basic data
  - internal and historical cost data
  - published cost data

- Intended purpose:
  - procurement
  - contract
  - production
  
- Resources:
  - people (in-house, external)
  - plant and equipment
  - materials
  - finance
  - time
  - supply options
  
- Tender requirements:
  - invitation to tender
  - form of tender
  - returns procedure
  - surveys
  - specifications
  - drawings
  - schedules
  - bills of quantities
  - health, safety and welfare requirements
  - scope of services
  - terms and conditions
  - schedules of rates
  - evaluation criteria and procedures
  - environmental requirements
  - procedures for submitting tenders
  
- External factors:
  - variations over time
  - geographic location
  - statutory and contractual requirements
  - special working conditions and methods
  - special resourcing conditions and availability



## **Learning outcomes 5 and 6**

- Explain and clarify:
  - orally
  - written
  - electronic
- Tender offer
  - contractor
  - sub/works/trade contractor
  - supply
  - consultancy
  - purchase

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 determine the standard required to achieve the unit.

1	Be able to evaluate estimate, bid and tender enquiry documentation	1.1	Review and summarise the tender details and tender requirements			
		1.2	Identify any points of concern in the tender and refer them to decision makers for them to clarify and resolve			
		1.3	Evaluate the tender documents against the organisational capability and make recommendations to line managers			
		1.4	Make recommendations about tender requirements and potential alternatives, within the limits of the tender information which is available, and which provide an objective basis for making a decision on whether to make a bid			
		1.5	Maintain records about tender enquiries in confidence and only pass them on to people who have the authority to receive them			
2	Understand how to be able to evaluate estimate, bid and tender enquiry documentation	2.1	Examine how to review the tender details and tender requirements			
		2.2	Explain how to summarise the tender details and tender requirements			
		2.3	Describe what to identify as any points of concern in the tender and refer them to decision makers for them to clarify and resolve			

		2.4	Evaluate the tender documents against the organisational capability and make recommendations to line managers			
		2.5	Propose how to make recommendations about tender requirements and potential alternatives, within the limits of the tender information which is available, and which provide an objective basis for making a decision on whether to make a bid			
		2.6	Explain how to maintain records about tender enquiries in confidence and only pass them on to people who have the authority to receive them			
3	Be able to calculate, quantities, resources and costs within a tender	3.1	Assemble and collate information and identify which categories of work require measurement			
		3.2	Review information to decide how to measure dimensions and calculate quantities methodically and in a way which conforms to relevant conventions, standard methods and standard phraseology			
		3.3	Calculate the quantities and prepare descriptions accurately, collate and sequence them correctly and present them in a way which meets their intended purpose			
		3.4	Calculate accurately, from available sources, what resources will be needed and investigate whether the resources will be available			
		3.5	Estimate resource costs by calculating an accurate cost for each item which is required			
		3.6	Develop a proposed method statement and draft programme which meet the tender enquiry requirements			
		3.7	Modify the cost to take into account any external factors which may affect the cost projections			

4	Understand how to be able to calculate, quantities, resources and costs within a tender	4.1	Explain how to assemble and collate information			
		4.2	Describe what to identify as categories of work requiring measurement			
		4.3	Examine how to review information to decide how to measure dimensions and quantities			
		4.4	Explain how to calculate the quantities and prepare descriptions accurately, collate and sequence them correctly and present them in a way which meets their intended purpose			
		4.5	Explain how to calculate accurately, from available sources, what resources will be needed			
		4.6	Examine how to investigate whether the resources will be available			
		4.7	Examine how to estimate resource costs by calculating an accurate cost for each item which is required			
		4.8	Propose how to develop a proposed method statement and draft programme which meet the tender enquiry requirements			
		4.9	Explain how to modify the cost to take into account any external factors which may affect the cost projections			
5	Be able to collate and present tender information	5.1	Refer quantity, resource and cost information to decision makers			
		5.2	Collate and produce the overall estimate of costs and checking that it is complete, accurate and in a form which is suitable for a judgment to be made			
		5.3	Explain and clarify the projected costs to support the calculations			

		5.4	Contribute to payment schedules which will meet known cash flow requirements			
		5.5	Collate, arrange and present tender offer information in accordance with procurement requirements to line manager			
6	Understand how to be able to collate and present tender information	6.1	Explain how to refer quantity, resource and cost information to decision makers			
		6.2	Explain how to collate and produce the overall estimate of costs and checking that it is complete, accurate and in a form which is suitable for a judgment to be made			
		6.3	Explain and clarify the projected costs to support the calculations			
		6.4	Explain how to contribute to payment schedules which will meet known cash flow requirements			
		6.5	Explain how to collate, arrange and present tender offer information in accordance with procurement requirements to line manager			

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(if sampled)



# **Unit 7: Prepare for, Collect, Analyse and Present Survey Data in Construction**

**Unit reference number: Y/504/7344**

**Level: 3**

**Credit value: 17**

**Guided learning hours: 40**

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## **Unit summary**

This unit is about making preparations to carry out a survey, carrying out the survey in the most appropriate way, and collecting, checking and verifying the data and presenting it in a suitable format. You will need to confirm the specification and methods ensuring that all permissions have been obtained and suitable equipment is available. You will also need to check the equipment, brief the people involved and ensure that all arrangements are in place and conform to specified requirements.

You will need to carry out the survey in accordance with agreed procedures, consulting others where relevant and implement changes to allow for changing circumstances that may arise. You will also need to record the data and ensure that any restoration needed is carried out.

You will need to collect, check and verify the data, present it, including the provision of any commentary in a suitable format and also advise people how to interpret the data.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Survey– type:
  - land
  - building
  - engineering
  - environmental

- Survey-method:
  - visual
  - approximate measured
  - detailed measurement of all specified features
  - graphic
  - instrumental
  - method statement
  
- Permission from:
  - client
  - site owner and occupiers
  - adjoining owners and occupiers
  - notifiable authorities
  
- Equipment:
  - mechanical
  - optical
  - electronic
  
- Safety:
  - personal safety
  - equipment and clothing
  - safe use of access equipment
  - health and safety practice and regulations
  - industry codes of practice
  - regulations applying to the survey site
  - signage

### **Learning outcomes 3 and 4**

- Survey-type:
  - land
  - building
  - engineering
  - environmental



- Survey-method:
  - visual
  - approximate measured
  - detailed measurement of all specified features
  - graphic
  - instrumental
  - method statement
  
- Safe working practices:
  - personal safety
  - equipment and clothing
  - safe use of access equipment
  - health and safety practice and regulations
  - industry codes of practice
  - regulations applying to the survey site
  - signage
  - site access and working areas
  
- Circumstances and conditions:
  - topography
  - water
  - obstacles
  - climatic variation
  - live conditions (e.g. buildings and sites in use, roads, railways, runways)
  - planned circumstances
  - emergency circumstances

### **Learning outcomes 5 and 6**

- Survey-method:
  - visual
  - approximate measured
  - detailed measurement of all specified features
  - graphic
  - instrumental
  - method statement

- Present:
  - orally
  - in writing
  - graphically
  - electronically

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 determine the standard required to achieve the unit.

1	Be able to prepare to carry out surveys	1.1	Confirm that the survey specification and the survey method statement is accurate before starting the work			
		1.2	Check and confirm, before starting work, that people who will be affected have given their permission			
		1.3	Arrange for suitable equipment to be brought to the site and kept safely and securely			
		1.4	Check equipment so that it is accurate before it is used for taking measurements			
		1.5	Brief the people who will be involved in the survey about survey and safety arrangements			
		1.6	Check and confirm that signs, arrangements for personal safety, equipment and site access conform to good practice, legislation and regulation			
2	Understand how to prepare to carry out surveys	2.1	Explain how to confirm that the survey method statement is accurate before starting the work			
		2.2	Explain how to check and confirm, before starting work, that people who will be affected have given their permission			
		2.3	Explain how to arrange for suitable equipment to be brought to the site and kept safely and securely			

		2.4	Explain how to check equipment			
		2.5	Explain how to brief the people who will be involved in the survey about survey and safety arrangements			
		2.6	Explain how to check and confirm that signs, arrangements for personal safety, equipment and site access conform to good practice, legislation and regulations			
3	Be able to carry out surveys	3.1	Conduct the survey in a way which maintains the level of accuracy required, balances content and cost and keeps disruption to a minimum			
		3.2	Conform to safe working practices when on the site			
		3.3	Consult with experts when specialist information is needed which is relevant to the survey			
		3.4	Set appropriate horizontal and vertical controls and record them			
		3.5	Take accurate observations and measurements using valid methods			
		3.6	Change work procedures and practices to allow for different circumstances and conditions			
		3.7	Record survey data clearly and accurately and store it securely for later analysis			
		3.8	Restore areas which have been opened up for access so that subsequent processes can take place			

4	Understand how to carry out surveys	4.1	Explain how to conduct the survey			
		4.2	Explain how to conform to safe working practices when on the site			
		4.3	Explain how to consult with experts when specialist information is needed which is relevant to the survey			
		4.4	Explain how to set appropriate horizontal and vertical controls and record them			
		4.5	Explain how to take accurate observations and measurements using valid methods			
		4.6	Explain how to change work procedures and practices to allow for different circumstances and conditions			
		4.7	Explain how to record and store survey data			
		4.8	Explain how to restore areas which have been opened up for access so that subsequent processes can take place			
5	Be able to present survey data	5.1	Collect together recorded survey data to allow an accurate analysis to be made			
		5.2	Check and verify the survey data to maintain accuracy and integrity			
		5.3	Present the data, commentary and any support information accurately, clearly and in a format which is suitable for those who need to use it			
		5.4	Advise people who will be using the survey data on how to interpret it and highlight the scope and limitations on its use			

6	Understand how to present survey data	6.1	Explain how to collect together recorded survey data to allow an accurate analysis to be made			
		6.2	Explain how to check and verify the survey data to maintain accuracy and integrity			
		6.3	Explain how to present the data, the commentary and any support information accurately, clearly and in a format which is suitable for those who need to use it			
		6.4	Propose how to advise people who will be using the survey data on how to interpret it and highlight the scope and limitations on its use			

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Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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(if sampled)

# **Unit 8: Record the Condition of Property in Construction**

**Unit reference number: D/504/7345**

**Level: 3**

**Credit value: 15**

**Guided learning hours: 40**

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## **Unit summary**

This unit is about recording the condition of property and preparing and presenting condition survey reports and records. You will need to select and evaluate relevant information, methods and techniques for the condition survey process.

You will also need to confirm agreements for the condition survey before work starts. You will need to evaluate data to identify the purpose of the inspection. You will need to check and confirm that people affected have given their permission.

You will need to take observations and measurements for the inspection and recording them. You will need to assemble and collate information on the condition survey. You will then need to prepare a condition survey report. You will also need to answer clients' questions about the condition survey.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Information and documents–sources:
  - land registry
  - local search
  - statutory notice
  - acts of parliament
  - local authority
- Condition survey:
  - letting
  - compensation
  - insurance
  - dilapidation

- tenant rights
- condition
- estimating
- Relevant information:
  - legal
  - physical
  - previous surveys
  - technical
  - historical
  - access and permissions
- Significant factors:
  - degree of urgency
  - gaps in information
  - susceptibility to damage
  - safety requirements

### **Learning outcomes 3 and 4**

- Sources:
  - the client
  - land registry
  - local search
  - tenants
  - occupiers
  - local authorities
- Inspection-type:
  - letting
  - compensation
  - insurance
  - dilapidation
  - tenant right
  - condition
  - estimating
- Record:
  - in writing
  - electronically
  - graphically



- Conventions:
  - relevant professional body guidance
  - in-house
  - health and safety legislation
  - building standards and legislation

### **Learning outcomes 5 and 6**

- Information–sources:
  - the client
  - land registry
  - local search
  - tenants
  - occupiers
  - survey data
  - local authorities
  - industry standards and legislation
  - published technical data
- Condition survey:
  - letting
  - compensation
  - insurance
  - dilapidation
  - tenant right
  - condition
  - estimating

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 determine the standard required to achieve the unit.

1	Be able to confirm a condition survey process	1.1	Collate available information and documents and verify 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	Confirm the instructions and agreements for the condition survey before work starts			
2	Understand how to confirm a condition survey process	2.1	Explain how to collate available information and documents			
		2.2	Examine how to verify the objectives and purpose of the condition survey			
		2.3	Evaluate how to select valid, accurate and relevant information for the condition survey processes			

		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			
		2.7	Evaluate relevant information and advice			
		2.8	Describe what to identify as significant factors which may influence the condition survey			
		2.9	Explain how to confirm the instructions and agreements for the condition survey before work starts			
3	Be able to inspect condition of property	3.1	Evaluate available data, identify the purpose of the inspection and obtain the equipment and resources 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 inspection and record them clearly, accurately and completely using agreed formats and conventions			
		3.4	Identify gaps in information and obtain and evaluate additional data needed about the property and its use			
		3.5	Record observations which are inconsistent with existing data and expected findings, and instances of failure and deterioration, and report them to people who have an interest			
		3.6	Identify and record parts of the property which do not conform to statutory requirements and report them to people who have an interest			

4	Understand how to inspect condition of property	4.1	Evaluate available data			
		4.2	Describe what to identify as the purpose of the inspection			
		4.3	Explain how to obtain the equipment and resources that will be needed			
		4.4	Explain how to check and confirm, before starting the 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 inspection, using agreed formats and conventions			
		4.6	Describe what to identify as gaps in information			
		4.7	Explain how to obtain additional data needed about the property and its use			
		4.8	Evaluate additional data needed about the property and its use			
		4.9	Explain how to record observations which are inconsistent with existing data and expected findings			
		4.10	Describe how to identify parts of the property that do not conform to statutory requirements			
		4.11	Explain how to record and report those parts of the property that do not conform to people who have an interest			
5	Be able to prepare and present condition survey reports and records	5.1	Assemble and collate information on the condition survey			
		5.2	Prepare a condition survey report which is accurate, complete, meets relevant codes of practice and standards, clearly specifies the level of condition			

		5.3	Explain clearly where and why accurate inspection and measurement may not be possible			
		5.4	Answer the client's questions about the condition survey and give appropriate clarification			
		5.5	Maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements			
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	Explain how to prepare a condition survey report			
		6.3	Explain clearly where and why accurate inspection and measurement may not be possible			
		6.4	Explain how to answer the client's questions about the condition survey and give appropriate clarification			
		6.5	Explain how to maintain records			

Learner name: \_\_\_\_\_

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# **Unit 9: Integrate and Control Project Design Information in Construction**

**Unit reference number: T/504/7366**

**Level: 4**

**Credit value: 13**

**Guided learning hours: 50**

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## **Unit summary**

This unit is about integrating and controlling project information and documentation from the design team on behalf of the contractor.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Control requirements:
  - type of measurement
  - cost
  - time
  - quality
  - methods of production
  - methods of coordination (e.g. Common Arrangements)
  - liaison requirements
  - model documents and standards
  - integration of data
  - Building Information Modelling
  - electronic data transfer
  - revision management
  - scheduling of work
  - methods of interdisciplinary working

- Documents:
  - forms of contract
  - specifications
  - drawings
  - bills of quantities
  - schedules
  - health and safety plans
  - accounts
  - claims
- Registers and records:
  - incoming and outgoing drawing and document registers
  - records of document approval and revision
- Systems:
  - checking documents
  - approving documents
  - integrating documents
- Production instructions
  - format
  - presentation
  - accuracy
  - technical content
  - completeness
  - referencing
  - cross-referencing and correlation with associated documents
  - status
  - spelling, grammar and punctuation
- Stakeholders:
  - the client
  - financial advisers
  - consultants
  - potential contractors
  - potential sub-contractors and suppliers
  - line manager



### **Learning outcomes 3 and 4**

- Information about project requirements:
  - design brief
  - design information from earlier stages
  - surveys
  - reports
  - statutory approvals and requirements
  - cost estimates
  - standards and codes of practice
  - technical literature
- Documents:
  - forms of contract
  - specifications
  - drawings
  - bills of quantities
  - schedules
  - health and safety plans
  - accounts
  - claims
  - obtain consents
- Requirements of the stakeholders:
  - to obtain consents
  - procurement
  - contract
  - production
- Requirements for controlling document production:
  - type of measurement
  - cost
  - time
  - quality
  - methods of production
  - methods of coordination (e.g. Common Arrangement)
  - liaison arrangements
  - model documents standards
  - integration of data

- Building Information Modelling
- electronic data transfers
- scheduling of work
- revision management
- methods of interdisciplinary working
- Registers and records:
  - incoming and outgoing drawing and document registers
  - records of document approval and revision
- Criteria:
  - format
  - presentation
  - accuracy
  - technical content
  - completeness
  - referencing
  - cross-referencing and correlation with associated documents
  - status

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 determine the standard required to achieve the unit.

1	Be able to implement project documentation systems	1.1	Confirm that the control requirements for the project document programme are suitable for the project and the resources available			
		1.2	Implement the production programme in order to meet agreed design requirements, to ensure production of all the required documents in a feasible sequence			
		1.3	Identify and report on design and resource issues that affect production programme targets			
		1.4	Implement registers, records and systems for monitoring and controlling document production which achieve programme compliance			
		1.5	Check that individual production instructions are accurate, clear and complete			
		1.6	Implement procedures, which are appropriate to the requirements of the project and the contract conditions, for dealing with discrepancies and inconsistencies in information, and delays and revisions to project information			
		1.7	Implement arrangements and contingency plans for reporting progress in meeting the programme requirements and to manage document production problems			

2	Understand how to implement project documentation systems	2.1	Explain how to confirm that the control requirements for the project document programme are suitable for the project and the resources available			
		2.2	Explain how to implement the production programme in order to meet agreed design requirements, to ensure production of all the required documents in a feasible sequence			
		2.3	Describe what to identify as design and resource issues that affect production programme targets			
		2.4	Explain how to report on design and resource issues that affect production programme targets			
		2.5	Explain how to implement registers, records and systems for monitoring and controlling document production which achieve programme compliance			
		2.6	Explain how to check that individual production instructions are accurate, clear and complete			
		2.7	Explain how to implement procedures, which are appropriate to the requirements of the project and the contract conditions, for dealing with discrepancies and inconsistencies in information, and delays and revisions to project information			
		2.8	Explain how to implement arrangements and contingency plans for reporting progress in meeting the programme requirements and to manage document production problems			

3	Be able to integrate and evaluate project design information	3.1	Source information about project requirements which may contribute to the preparation of documents			
		3.2	Assess the information to see whether it is fit for purpose, meets the requirements of the stakeholders and requirements for controlling document production			
		3.3	Maintain accurate and complete registers and records which can be used for quality auditing			
		3.4	Collate documents when they have been produced and review them against the agreed criteria			
		3.5	Ensure that necessary checks and approvals are obtained when they are needed			
		3.6	Issue approved documents to relevant stakeholders in a timely manner			
		3.7	Collate late revisions, requirements and additions to the design information, distribute the information promptly			
		3.8	Brief the stakeholders and the people responsible for producing documents			
		3.9	Produce up-to-date and accurate information on progress and circulate it to the people who need the information			
4	Understand how to integrate and evaluate project design information	4.1	Explain how to source information about project requirements which may contribute to the preparation of documents			
		4.2	Examine how to assess the information to see whether it is fit for purpose, meets the requirements of the stakeholders and requirements for controlling document production			

		4.3	Explain how to maintain accurate and complete registers and records which can be used for quality auditing			
		4.4	Explain how to collate documents when they have been produced and review them against the agreed criteria			
		4.5	Explain how to ensure that the necessary checks and approvals are obtained when needed			
		4.6	Explain how to issue approved documents to relevant stakeholders in a timely manner			
		4.7	Explain how to collate revisions, requirements and additions to the design information, distribute the information promptly			
		4.8	Explain how to brief the stakeholders and the people responsible for producing documents			
		4.9	Explain how to produce up-to-date and accurate information on progress			
		4.10	Explain how to circulate up-to-date and accurate information on progress to the people who need the information			

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# **Unit 10: Prepare Drawings and Schedules in Construction**

**Unit reference number: H/504/7346**

**Level: 3**

**Credit value: 16**

**Guided learning hours: 60**

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## **Unit summary**

This unit is about the preparation, checking, approval and control of drawings, schedules and associated information. You will need to produce accurate drawings in an appropriate form using standard conventions. You will need to have drawings checked and approved as necessary and keep relevant records.

You will need to produce accurate schedules in an appropriate form using standard conventions. You will need to have schedules checked and approved as necessary and keep relevant records.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Drawings:
  - location, assembly, component
  - sketches
  - scale and full-size working drawings
  - schedules
  - presentation drawings
  - coordination drawings
- Purpose:
  - obtain consents
  - estimating
  - procurement
  - contract
  - production

- presentation
- as built record
- health and safety file
- factory manufacture
- site installation
- subcontract and specialist details
- record payments
- Methods and media:
  - manual
  - electronic
- Drawing conventions:
  - detailing standards
  - codes of practice
  - current industry practice
  - methods of coordination (e.g. Common Arrangement)
- Registers and records:
  - incoming and outgoing drawing and document registers
  - records of document approval and revision
  - quality assurance documentation
- Checks and approvals cover:
  - format
  - presentation
  - accuracy
  - technical content
  - completeness
  - referencing
  - cross-referencing and correlation with associated documents
  - status
  - positioning
  - shape
  - dimensions
  - tolerances
  - composition
  - fixing



- annotation
- symbols and conventions

### **Learning outcomes 3 and 4**

- Schedules:
  - schedules of rates
  - schedules of works materials, building elements and components, finishes
  - health and safety plans
  - archiving
  - cutting sheets and requisitions
- Schedules will be used for:
  - obtaining consents
  - estimating
  - procurement
  - contract
  - production
  - as built records
  - health and safety file
  - factory manufacture
  - site installation
  - subcontract and specialist details
  - record payments
  - presentation
- Methods and media:
  - manual
  - electronic
- Register and records:
  - incoming and outgoing drawing and document registers
  - records of document approval and revision
  - quality assurance documentation
- Checks and approvals cover:
  - format
  - presentation
  - accuracy
  - technical content

- completeness
- referencing
- cross-referencing and correlation with associated documents
- status
- positioning
- shape
- dimensions
- tolerances
- composition
- fixing
- annotation
- symbols and conventions

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 determine the standard required to achieve the unit.

1	Be able to prepare drawings and associated information	1.1	Produce drawings fit for purpose and which are complete, accurate, and comply with the design information			
		1.2	Select methods and media which are suitable for the drawings required, and which can be produced with the resources and time available			
		1.3	Use standard drawing conventions and identify and justify any deviations from them			
		1.4	Clarify any information to be included which is incomplete and inconsistent and make accurate amendments			
		1.5	Keep registers and records of drawings which are complete, accurate and up-to-date			
		1.6	Obtain necessary checks and approvals for the content and presentation of drawings			
		1.7	Use methods for production and record keeping which are consistent with quality assurance procedures			
2	Understand how to prepare drawings and associated information	2.1	Explain how to produce drawings which are fit for purpose			
		2.2	Evaluate how to select methods and media			
		2.3	Explain how to use standard drawing conventions			

		2.4	Describe what to identify as deviations from drawing conventions			
		2.5	Evaluate how to justify deviations from drawing conventions			
		2.6	Explain how to clarify any information to be included which is incomplete and inconsistent, and make accurate amendments			
		2.7	Explain how to keep registers and records of drawings			
		2.8	Explain how to obtain necessary checks and approvals for the content and presentation of drawings			
		2.9	Explain how to use methods for production and record keeping which are consistent with quality assurance procedures			
3	Be able to prepare schedules	3.1	Select a format for the schedules which meets the requirements of the production process, the method of measurement used and the way in which the schedules will be used			
		3.2	Obtain information accurately from the source documents and the site according to standard requirements			
		3.3	Check and confirm that the data is complete and reference the data, correctly, to the specification, drawings, manufacturers' references and other appropriate standards			
		3.4	Clarify any information to be included which is incomplete and inconsistent and make accurate amendments			
		3.5	Calculate quantities and preparing descriptions which are an accurate reflection of changes, clarifications and corrections to the source documents and the brief			

		3.6	Select methods and media which are suitable for the schedules required, and which can be produced with the resources and time available			
		3.7	Keep registers and records which are complete, accurate and up- to-date			
		3.8	Obtain necessary checks and approvals for the content and presentation of schedules			
		3.9	Use methods for production and record keeping which are consistent with quality assurance procedures			
4	Understand how to prepare schedules	4.1	Evaluate how to select a format for the schedules which meets the requirements of the production process, the method of measurement used and the way in which the schedules will be used			
		4.2	Explain how to obtain information accurately from the source documents and the site according to standard requirements			
		4.3	Explain how to check and confirm that the data is complete			
		4.4	Explain how to clarify and make accurate amendments to any information to be included which is incomplete and inconsistent			
		4.5	Explain how to calculate quantities and prepare descriptions			
		4.6	Evaluate how to select methods and media			
		4.7	Explain how to reference the data to the specification, drawings, manufacturer's references and other appropriate standards			
		4.8	Explain how to keep complete, accurate and up-to-date registers and records			

		4.9	Explain how to obtain checks and approvals			
		4.10	Explain how to use methods for production and record keeping			

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*(if sampled)*

# **Unit 11: Prepare for Work Operations in Construction**

**Unit reference number: T/505/9999**

**Level: 4**

**Credit value: 17**

**Guided learning hours: 40**

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## **Unit summary**

This unit is about implementing the work and ensuring it complies with quality standards and legal and statutory requirements. It is about preparing a site for the work to be carried out and obtaining all the necessary resources. You will need to identify all the factors, such as safety, access, public utilities, layout and security that will affect the work on site and make the necessary arrangements to satisfy them. You will need to assemble and clarify information regarding carrying out the work and obtain resources to meet project requirements.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Information:
  - survey reports
  - design
  - contractual
  - statutory consents
  - contractor's pre-planning information
  - Construction Phase Plan
  - subcontract
- Construction Phase Plan:
  - project specific
  - provision for recording revisions
  - in a form suitable for the users
  - topics as approved in code of practice *Managing Health and Safety in Construction*. HSE publications: [www.hse.gov.uk/pubns/books/l144.htm](http://www.hse.gov.uk/pubns/books/l144.htm)

- Requirements of Schedule two in the Regulations:
  - sanitary conveniences
  - washing facilities
  - drinking water
  - changing rooms and lockers
  - facilities for rest
  
- Requirements–relating to:
  - occupiers
  - environmental considerations
  - vehicular access/egress
  - health and safety
  - hazards
  - trespass
  - near neighbours
  - public access
  - site conditions
  - statutory regulations and limitations
  - codes of practice

### **Learning outcomes 3 and 4**

- Special considerations:
  - occupiers
  - near neighbours
  - public access
  - site conditions
  - site conditions
  - statutory regulations and limitations
  - codes of practice
  - health, safety and welfare
  - environment
  - hazards
  - third parties
  
- Site layout for operational purposes:
  - storage and materials handling
  - temporary accommodation
  - work areas



- plant
- temporary services
- access/egress
- traffic movement
- security
- continuing use by occupiers
- waste management
- pollution control

### **Learning outcomes 5 and 6**

- Programme:
  - bar charts
  - network analysis
  - critical paths
  - line of balance
  - action lists
  - method statements
- Resources:
  - people
  - plant and equipment
  - materials and components
  - subcontractors
  - information

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 determine the standard required to achieve the unit.

1	Be able to collate and present tender information	1.1	Assemble and review relevant information which was used in the preparation of the project plan, clarify any information which is not clear and update it for production planning purposes			
		1.2	Review the construction phase plan to see that it adequately meets the requirements of the Regulations and addresses the key project risks identified in the pre-construction information			
		1.3	Review the welfare proposals to ensure that they adequately met the requirements of Schedule two in the Regulations			
		1.4	Provide suitable and sufficient advice to the client about the adequacy of the construction phase plan and the implications of that advice for the start of the construction phase			
		1.5	Give adequate notice, as required in the contract, to all the people who will be affected about when the work will start, how long it will take and when it will finish, and confirm all the dates in writing			
		1.6	Identify, record and obtain information requirements before work starts			
		1.7	Plan and obtain sufficient resources of the appropriate type which will meet the project requirements and timescales			

2	Understand how to collate and present tender information	2.1	Explain how to assemble relevant information which was used in the preparation of the project plan			
		2.2	Examine how to review relevant information which was used in the preparation of the project plan			
		2.3	Explain how to clarify any information which is not clear and update it for production planning purposes			
		2.4	Examine how to review the construction phase plan to see that it adequately meets the requirements of the Regulations and addresses the key project risks identified in the pre-construction information			
		2.5	Examine how to review the welfare proposals to ensure that they adequately met the requirements of schedule two in the Regulations			
		2.6	Explain how to provide suitable and sufficient advice to the client about the adequacy of the construction phase plan and the implications of that advice for the start of the construction phase			
		2.7	Explain how to give adequate notice, as required in the contract, to all the people who will be affected about when the work will start, how long it will take and when it will finish, and confirm all the dates in writing			
		2.8	Describe what to identify as information requirements before work starts			

		2.9	Explain how to record and obtain information requirements before work starts			
		2.10	Propose how to plan sufficient resources of the appropriate type which will meet the project requirements and timescales			
		2.11	Explain how to obtain sufficient resources of the appropriate type which will meet the project requirements and timescales			
3	Be able to prepare for site operations	3.1	Identify with site personnel any special considerations, record them and pass them on to people who may be affected			
		3.2	Give accurate details about the proposed works to the regulatory authorities, utility and emergency services, including obtaining necessary approvals			
		3.3	Make arrangements for adequate site safety and security before work starts			
		3.4	Prepare the site layout for operational purposes and pass on information about the plans to the people who will be working on the site			
4	Understand how to prepare for site operations	4.1	Describe what to identify with site personnel as any special considerations			
		4.2	Explain how to record special considerations and pass them on to people who will be affected			
		4.3	Explain how to give accurate details about the proposed works to the regulatory authorities, utility and emergency services, including obtaining necessary approvals			
		4.4	Explain how to make arrangements for adequate site safety and security before work starts			

		4.5	Explain how to prepare the site layout for operational purposes and pass on information about the plans to the people who will be working on the site			
5	Be able to implement and control work operations	5.1	Organise the resources necessary to complete the project programme, including explaining the detailed programme and method statements to the workforce			
		5.2	Control the works and resources so that conditions are safe, the site is tidy and creates a favourable image of the organisation, its products and its services and of the project			
		5.3	Monitor progress against the programme and identify actions which can be taken to minimise disruption to the programme and communicate them to line manager			
6	Understand how to implement and control work operations	6.1	Propose how to organise the resources necessary to complete the project programme, including explaining the detailed programme and method statements to the workforce			
		6.2	Evaluate how to control the works and resources so that conditions are safe, the site is tidy and creates a favourable image of the organisation, its products and its services and of the project			
		6.3	Examine how to monitor progress against the programme			
		6.4	Describe what to identify as actions which can be taken to minimise disruption to the programme			
		6.5	Explain how to communicate actions to line manager which can be taken to minimise disruption to the programme			

Learner name: \_\_\_\_\_

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*(if sampled)*

# **Unit 12: Implement Contract Work in Construction**

**Unit reference number: L/505/9992**

**Level: 4**

**Credit value: 16**

**Guided learning hours: 40**

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## **Unit summary**

This unit is about organising and controlling resources, developing effective plans to meet contingencies, and informing those responsible for making necessary changes. You will need to identify quality standards, implement systems and check for conformity. You will need to implement corrective action where there is non-conformity. You will need to identify statutory and contractual requirements, implement systems and identify non-compliance. You will need to implement corrective action where there is non-compliance.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Quality standards and guidance:
  - statutory requirements
  - contract requirements
  - project specifications
  - British standards
  - international standards
  - codes of practice
  - organisation standards
  - trade advisory guidance and best practice
  - benchmarks
  - dimensional control criteria

- People responsible:
  - operatives and tradespersons
  - consultants
  - contractors
  - subcontractors
  - suppliers
  - workforce
- Systems:
  - inspection
  - comparison with design requirements
  - comparison with standard documentation
  - checking manufacturers documentation
  - checking delivery notes
  - sampling and mock-ups
  - testing
  - inspection reports
  - contractor reports
  - site meetings
  - dimension checks
- Work:
  - materials and components and their use
  - construction

### **Learning outcomes 3 and 4**

- Statutory and contractual requirements and responsibilities for:
  - building control
  - environmental health
  - health, safety and welfare
  - environment (e.g. noise, dust, transport, emissions, waste management)
  - fire
  - utilities regulations
  - highways
  - heritage and ecology
  - development licences and building permits
  - employment practice
  - byelaws



- non-statutory guidelines
- community benefits
- energy use
- insurance
- project activities
- security
  
- Monitoring systems:
  - inspection
  - comparison with design requirements
  - comparison with standard documentation
  - checking manufacturers' documentation
  - checking delivery notes
  - sampling
  - testing
  - site inspection reports
  - contractor reports
  - meetings
  - dimension checks
  
- Corrective action:
  - instigate contingency action and restore compliance
  - agree waiver
  
- People who have an interest:
  - operatives and tradespersons
  - consultants
  - contractors
  - subcontractors
  - suppliers
  - workforce

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 determine the standard required to achieve the unit.

1	Be able to control work against agreed contract quality standards	1.1	Identify contract quality standards and guidance and the people responsible for meeting them			
		1.2	Identify sources of guidance on implementing work to the specified standard and pass that information on to those people responsible for doing the work			
		1.3	Set up systems for inspecting and controlling the quality of work and record the outcomes			
		1.4	Specify clearly the responsibilities which individuals have for maintaining quality standards and guidance			
		1.5	Check that work is carried out in accordance with the guidance obtained and to the quality standards			
		1.6	Identify work which has not met the quality standards and suggest corrective action to line manager and if agreed, monitor progress			
		1.7	Identify improvements from feedback received and recommend them to decision makers			
2	Understand how to be able to control work against agreed contract quality standards	2.1	Describe what to identify as contract quality standards and guidance and the people responsible for meeting them			
		2.2	Describe what to identify as sources of guidance on implementing work to the specified standard			

		2.3	Explain how to pass information on to those people responsible for doing the work			
		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 systems for inspecting and controlling the quality of work			
		2.6	Explain how to specify clearly the responsibilities which individuals have for maintaining quality standards and guidance			
		2.7	Explain how to check that work is carried out in accordance with the guidance obtained and to the quality standards			
		2.8	Describe what to identify as work which has not met the quality standards			
		2.9	Propose how to suggest corrective action to line manager			
		2.10	Examine how to monitor progress of agreed corrective action taken			
		2.11	Describe what to identify as improvements from feedback received			
		2.12	Propose how to recommend improvements to decision makers			
3	Be able to maintain contract compliance with statutory and contractual requirements	3.1	Identify statutory and contractual requirements			
		3.2	Brief people about their statutory and contractual responsibilities 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			
		3.6	Complete statutory and contractual returns accurately and on time			
4	Understand how to maintain contract compliance with statutory and contractual requirements	4.1	Describe what to identify as statutory and contractual requirements			
		4.2	Explain how to brief people on statutory and contractual responsibilities before they start work on the contract			
		4.3	Propose how to develop monitoring systems			
		4.4	Explain how to implement monitoring systems and collect and summarise information			
		4.5	Describe what to identify as situations which do not comply with statutory and contractual requirements			
		4.6	Examine how to investigate the circumstances of situations which do not comply with statutory and contractual requirements			
		4.7	Explain how to take appropriate corrective action in situations which do not comply with legal and statutory requirements			
		4.8	Describe what to identify as any new statutory and contractual requirements which may have an impact on the project			

		4.9	Explain how to summarise the important details of any new statutory and contractual requirements which may have an impact on the project			
		4.10	Explain how to complete statutory and contractual returns			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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(if sampled)

# **Unit 13: Establish and Maintain the Dimensional Control of Construction Works**

**Unit reference number: M/504/7351**

**Level: 3**

**Credit value: 15**

**Guided learning hours: 40**

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## **Unit summary**

This unit is about obtaining and verifying dimensional control information, selecting techniques and equipment, setting out activities and ensuring accuracy of the work. You will need to obtain, collate and verify relevant information and using appropriate techniques and equipment, set out, as required, recording information needed for later use. You will need to supply the workforce with dimensional control information, ensure that the results of setting out activities are accurate and also identify and deal with deviations. You will need to check and maintain equipment as specified by manufacturers.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Problems:
  - unclear and missing information
  - inconsistencies between documents
- Information:
  - dimensions
  - locations
  - levels (including inaccuracies and deviations)
  - grid systems
  - templates
  - schedules

- Variations:
  - boundaries
  - levels
  - locations
- Reference markers:
  - ground stations
  - baselines
  - benchmarks
  - elevated target positions
- Measuring and recording equipment:
  - mechanical
  - optical
  - electronic

### **Learning outcomes 3 and 4**

- Dimensional controls:
  - lines
  - levels
  - angles
  - distances
  - curves
- Measuring and recording equipment:
  - mechanical
  - optical
  - electronic
- Deviations–arising from:
  - transfer of lines and levels
  - use of wrong lines and levels
  - calculations



- Circumstances and conditions:
  - land
  - water
  - obstacles
  - climatic variation
  - 'live' conditions (e.g. buildings and sites in use, roads, railways, runways)
  - planned circumstances
  - emergency circumstances
  - vandalism

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 determine the standard required to achieve the unit.

1	Be able to apply dimensional control criteria	1.1	Obtain available survey information, check that it is up to date and resolve any problems			
		1.2	Correlate information on construction and installation which is relevant to the setting out of the project			
		1.3	Identify variations between the specified and the actual site dimensions, record them and circulate them to line manager			
		1.4	Provide the workforce with sufficient clear and accurate information to enable them to accurately position, align and level the work using relevant setting out techniques			
		1.5	Identify, develop and agree a method statement for setting out which will achieve the required degree of accuracy			
		1.6	Select, check and maintain measuring and recording equipment which meets the specified accuracy criteria			
		1.7	Apply relevant setting out techniques which meet the specified accuracy criteria			
		1.8	Set out reference markers which are suitably placed, accurately placed, identified clearly and protected from movement or removal			
		1.9	Record any setting out information which may be of later use and store it securely so that it is available when needed			

2	Understand how to apply dimensional control criteria	2.1	Explain how to obtain available survey information and check that survey information is up to date			
		2.2	Propose how to resolve any problems with survey information			
		2.3	Propose how to correlate information on construction and installation which is relevant to the setting out of the project			
		2.4	Describe what to identify as variations between the specified and the actual site dimensions, record them and circulate them to line manager			
		2.5	Explain how to provide the workforce with sufficient clear and accurate information to enable them to accurately position, align and level the work using relevant setting out techniques			
		2.6	Describe what to identify as a method statement for setting out which will achieve the required degree of accuracy			
		2.7	Propose how to develop a method statement for setting out which will achieve the required degree of accuracy			
		2.8	Evaluate how to agree a method statement for setting out which will achieve the required degree of accuracy			
		2.9	Evaluate how to select, check and maintain measuring and recording equipment which meets the specified accuracy criteria			
		2.10	Explain how to apply relevant setting out techniques which meet the specified accuracy criteria			
		2.11	Explain how to set out reference markers which are suitably placed, accurately placed, identified clearly and protected from movement or removal			

		2.12	Explain how to record any setting out information which may be of later use and store it securely so that it is available when needed			
3	Be able to maintain the dimensional accuracy of works	3.1	Check measuring and recording equipment, and apply the manufacturer's tolerances to adjust them to maintain the specified accuracy			
		3.2	Observe and measure dimensional controls, setting out points, lines and profiles accurately and record the results to meet quality standards			
		3.3	Identify any deviations in position, alignment and level and take the necessary corrective action			
		3.4	Revise work procedures and practices to minimise deviations and to allow for different circumstances and conditions			
4	Understand how to maintain the dimensional accuracy of works	4.1	Explain how to check measuring and recording equipment, and apply the manufacturer's tolerances to adjust them to maintain the specified accuracy			
		4.2	Explain how to observe and measure dimensional controls, setting out points, lines and profiles accurately and record the results to meet quality standards			
		4.3	Describe what to identify as any deviations in position, alignment and level and take the necessary corrective action			
		4.4	Explain how to revise work procedures and practices to minimise deviations and to allow for different circumstances and conditions			

Learner name: \_\_\_\_\_

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*(if sampled)*



# **Unit 14: Prepare for and Carry Out Physical Testing in Construction**

**Unit reference number: T/504/7352**

**Level: 3**

**Credit value: 12**

**Guided learning hours: 40**

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## **Unit summary**

This unit is about making preparations to carry out physical testing, carrying out the tests in the most appropriate way, and collecting, checking and verifying the results and presenting them in a suitable format.

You will need to confirm the specification and methods ensuring that all agreements have been obtained and that suitable equipment is available. You will need to check the equipment, brief the people involved and ensure that all arrangements are in place and conform to specified requirements.

You will need to carry out the tests in accordance with agreed procedures, consulting others where relevant and also implement changes to allow for changing circumstances that may arise. You will also need to record the data and ensure any restoration needed is carried out. You will need to collect, check and verify the data and present it, including any commentary in a suitable format and also advise people how to interpret the data.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Test:
  - materials
  - components and systems
  - natural environment
- Test equipment:
  - as defined by relevant legislation
  - code of practice as accepted by recognised authorities in the field

- Arrangements for personal safety:
  - personal safety equipment and clothing
  - safe use of access equipment (including ladders, tower scaffolds, hydraulic hoists—as required under health and safety legislation)
  - industry codes of practice and regulations applying to test location and/or tests being conducted
  - as identified by risk assessments

### **Learning outcomes 3 and 4**

- Tests:
  - materials
  - component and systems
  - natural environment
- Safe working practices:
  - personal safety equipment and clothing
  - safe use of access equipment (including ladders, tower scaffolds, hydraulic hoists—as required under health and safety legislation)
  - industry codes of practice and regulations applying to test location and/or tests being conducted
  - as identified by risk assessments
- Processes:
  - as defined by relevant legislation
  - code of practice as accepted by recognised authorities in the field
- Methods:
  - visual
  - approximate estimated
  - detailed assessment of specified features
- Results:
  - written
  - graphical
  - electronic
  - samples, e.g. cores



## **Learning outcomes 5 and 6**

- Tests:
  - materials
  - components and systems
  - natural environment
- Results:
  - written
  - graphical
  - electronic
  - samples, e.g. cores
- Present:
  - orally
  - in writing
  - graphically
  - electronically
  - samples, e.g. cores

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 determine the standard required to achieve the unit.

1	Be able to prepare for physical testing	1.1	Review the physical test specification, plan and schedule to understand and confirm their purpose and viability			
		1.2	Check and confirm, before starting the test, that people who will be affected have given their agreement			
		1.3	Arrange for suitable test equipment to be brought to the site and kept safely and securely			
		1.4	Check test equipment so that it is accurate before it is used for taking measurements			
		1.5	Prepare a testing method statement and brief the people who will be involved in the test about what they are expected to do, the details of the test, the site and the equipment			
		1.6	Check and confirm that signs, arrangements for personal safety, equipment and site access conform to good practice, legislation and regulations			
2	Understand how to prepare for physical testing	2.1	Examine how to review the physical test specification, plan and schedule to understand and confirm their purpose and viability			
		2.2	Explain how to check and confirm, before starting the test, that people who will be affected have given their agreement			
		2.3	Explain how to arrange for suitable test equipment to be brought to the site and kept safely and securely			

		2.4	Explain how to check test equipment so that it is accurate before it is used for taking measurements			
		2.5	Explain how to prepare a testing method statement and brief the people who will be involved in the test about what they are expected to do, the details of the test, the site and the equipment			
		2.6	Explain how to check and confirm that signs, arrangements for personal safety, equipment and site access conform to good practice, legislation and regulations			
3	Be able to carry out physical testing	3.1	Conduct physical tests in a way which balances accuracy and cost and keeps disruption to a minimum			
		3.2	Conform to safe working practices during testing			
		3.3	Consult with experts when specialist information is needed which is relevant to the test			
		3.4	Test, using processes and methods which meet the specification			
		3.5	Set reference controls and maintain them			
		3.6	Modify test processes and methods to suit the conditions and to allow for contingencies after consultation with line manager			
		3.7	Record test results clearly and accurately and store it securely for later analysis			
		3.8	Restore areas which have been opened up for access so that subsequent processes can take place			

4	Understand how to carry out physical testing	4.1	Explain how to conduct physical tests in a way which balances accuracy and cost and keeps disruption to a minimum			
		4.2	Explain how to conform to safe working practices during testing			
		4.3	Explain how to consult with experts when specialist information is needed which is relevant to the test			
		4.4	Examine how to test, using processes and methods which meet the specification			
		4.5	Explain how to set reference controls and maintain them			
		4.6	Explain how to modify test processes and methods to suit the conditions and to allow for contingencies after consultation with line manager			
		4.7	Explain how to record test results clearly and accurately and store it securely for later analysis			
		4.8	Explain how to restore areas which have been opened up for access so that subsequent processes can take place			
5	Be able to present test results	5.1	Collect together the recorded test results to allow an accurate analysis to be made			
		5.2	Check and verify the test results to maintain accuracy and integrity			
		5.3	Present the results clearly and in a format which is suitable for the people who need to use the findings			
		5.4	Advise users on how to interpret the test results			

6	Understand how to present test results	6.1	Explain how to collect together recorded test results			
		6.2	Explain how to check and verify the test results to maintain accuracy and integrity			
		6.3	Explain how to present the results			
		6.4	Propose how to advise users on how to interpret the test data			

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# **Unit 15: Assess, Plan, and Monitor Project Methods and Progress in Construction**

**Unit reference number:** R/504/7424

**Level:** 4

**Credit value:** 15

**Guided learning hours:** 40

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## **Unit summary**

This unit is about preparing method statements, programmes and schedules and calculating resource requirements, monitoring progress and dealing with deviations from plans.

You will need to assess data, obtaining more if necessary and analyse and assess work methods and produce a method statement. You will need to identify activities, calculate the resources and time requirements, analyse the activities and produce activity programmes and schedules.

You will need to implement monitoring systems, identify deviations from plans and, following investigation, implement appropriate corrective action. You will need to regularly inform decision makers regarding progress and identify, and recommend possible improvements.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Project data:
  - conditions of contract
  - bills of quantities
  - specifications
  - detailed drawings
  - health and safety plans
  - timescales
  - contractual risks, obligations and scope of works

- Construction, installation and work methods:
  - sequencing of work and integration of work operations
  - organisation of resources (people, plant, materials, finance)
  - construction and installation techniques
  - temporary works
  - prefabrication and standardisation (volumetric pods, panelised hybrid)
  - health, safety and welfare
  - new materials and technologies
  
- Alternative sources:
  - the client
  - consultants
  - contractors
  - subcontractors
  - suppliers
  - regulatory authorities
  - technical literature
  - trade literature
  - organisational expertise
  
- Identify work methods:
  - standard lists and procedures
  - investigative research
  
- Technical and project criteria:
  - materials and component performance and availability
  - structural forms
  - phased occupancy
  - fire protection
  - access
  - plant, equipment and people capability
  - traffic generation and management
  - environmental factors
  - transportation
  - waste and sustainability
  - seasonal weather conditions
  - buildability
  - value engineering



- protection of archaeological and historically valuable resources
- third party obligations
- other related programmes
- community benefits, including skills and training
- Analyse:
  - method study
  - work study
  - production analysis
  - benchmarking

### **Learning outcomes 3 and 4**

- Resources:
  - people
  - plant and equipment
  - materials and components
  - subcontractors
  - information
- Programmes and schedules:
  - bar charts
  - network analysis
  - critical path
  - time change
  - action lists
  - method statements
- Clarification and advice–from:
  - the client/client’s representative
  - consultants
  - project team partners
  - practice research
  - technical publications
  - trade literature
  - management

- Analyse–using:
  - method study
  - work study
  - production analysis
- Technical and project requirements:
  - materials and component performance and availability
  - structural forms
  - phased occupancy
  - fire protection
  - access
  - plant, equipment and people capability
  - traffic generation and management
  - environmental factors
  - transportation
  - waste and sustainability
  - seasonal weather conditions
  - buildability
  - value engineering
  - protection of archaeological and historically valuable resources
  - third party obligations
  - other related programmes
  - community benefits, including skills and training
- Produce:
  - manually
  - electronically

### **Learning outcomes 5 and 6**

- Systems to monitor and record:
  - visual inspection
  - resource records
  - site inspection reports
  - contractor reports
  - certified payments
  - written and graphical records of actual work against programmed work
  - site meetings
  - key performance indicators

- organisational procedures
- management reports
- benchmarks
- Programmes:
  - bar charts
  - network analysis
  - critical path
  - time change
  - action lists
  - method statements
  - project expenditure forecasts
- Resources:
  - people
  - plant and equipment
  - materials and components
  - finance
  - time
  - specialist services
  - public utility services
  - information
- Quantify:
  - method study
  - work study
  - production analysis
  - cost implication
- Circumstances:
  - resource shortages
  - design problems and constraints
  - industrial disputes
  - lack of essential construction information
  - construction errors
  - inclement weather
  - physical constraints
  - legal

- environmental
- contract variations
- force majeure
- Revise:
  - revise programme
  - agree new completion dates
  - initiate contract claim

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 determine the standard required to achieve the unit.

1	Be able to assess and identify work methods	1.1	Assess the available project data accurately and summarise it to enable decisions on construction, installation and work methods to be made			
		1.2	Obtain more information from alternative sources in cases where the available project data is insufficient			
		1.3	Identify with site personnel any special considerations, record them and pass them onto people who may be affected			
		1.4	Assess the selected work methods against relevant technical and project criteria and identify the one which best meets the criteria			
		1.5	Analyse the method which has been selected for its activity content and quantify it accurately			
		1.6	Prepare a method statement which is accurate, clear, concise and acceptable to all the people involved			
2	Understand how to assess and identify work methods	2.1	Explain how to summarise project data			
		2.2	Examine how to assess the available project data			
		2.3	Propose how to recommend the selected work methods			
		2.4	Explain how to prepare a method statement			
		2.5	Explain how to obtain more information from alternative sources in cases where the available project data is insufficient			

3	Be able to develop project programming and resourcing	2.6	Examine how to assess the selected methods against relevant technical and project criteria and identify the method which best meets the criteria			
		2.7	Examine how to analyse and quantify the method which has been selected for its activity content			
		3.1	Identify major activities, calculating the resources needed from the information available and prepare a draft work programme			
		3.2	Develop schedules to procure resources			
		3.3	Obtain clarification and advice where the resources needed are not available			
		3.4	Calculate how long each activity will take, identify activities which influence each other and sequence them logically and realistically so that they make the best use of the resources available			
		3.5	Analyse the sequential programming of activities against technical and project requirements and the necessary resources			
		3.6	Produce detailed programmes and schedules of planned activities which are consistent with the complexity of the project			
		3.7	Identify 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			
		3.8	Implement a system for monitoring the works programme and use the results to improve future production and planning			

4	Understand how to develop project programming and resourcing	4.1	Describe what to identify as major activities			
		4.2	Explain how to calculate the resources needed from the information available			
		4.3	Explain how to prepare a draft work programme			
		4.4	Explain how to obtain clarification and advice where the resources needed are not available			
		4.5	Explain how to calculate how long each activity will take and sequence activities			
		4.6	Describe what to identify as activities which influence each other			
		4.7	Examine how to analyse the sequential programming of activities against technical and project requirements			
		4.8	Explain how to produce detailed programmes and schedules of planned activities			
		4.9	Describe what to identify as the alterations to the work programme which will meet changed circumstances or offer cost and time benefits			
		4.10	Explain how to calculate the savings resulting from alterations to the work programme			
		4.11	Evaluate how to justify to decision makers the savings resulting from alterations to the work programme			
		4.12	Explain how to implement a system for monitoring the works programme			
		4.13	Explain how to use the results of monitoring to improve future production and planning			

5	Be able to monitor project progress against agreed programmes	5.1	Implement systems to monitor and record the progress of the contract against the agreed programmes, and collect information regularly and summarise it accurately			
		5.2	Identify and quantify any variations and deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme			
		5.3	Investigate the circumstances of any variations thoroughly and report to line manager			
		5.4	Suggest options which are most likely to minimise increases in cost and time and help the contract progress, and pass these on to line manager			
		5.5	Revise programme to accommodate new circumstances			
6	Understand how to monitor project progress against agreed programmes	6.1	Explain how to implement systems to monitor and record the progress of the contract against the agreed programmes, and collect and summarise information			
		6.2	Describe what to identify as any variations and deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme			
		6.3	Examine how to quantify any variations and deviations from planned progress which could disrupt the programme			
		6.4	Examine how to investigate the circumstances of any variations			
		6.5	Explain how to report variations and circumstances to line manager			



		6.6	Propose how to suggest options which are most likely to minimise increases in cost and time and help the contract progress and pass them to line manager			
		6.7	Explain how to revise programme to accommodate new circumstances			

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*(if sampled)*



# **Unit 16: Monitor, Maintain and Improve Supplies of Materials in Construction**

**Unit reference number:** D/505/9995

**Level:** 3

**Credit value:** 15

**Guided learning hours:** 40

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## **Unit summary**

This unit is about the identification of material requirements and changes thereto, monitoring and recording the supply of materials, identifying and rectifying problems and liaising with suppliers.

You will need to analyse project information and develop a purchasing plan, identifying opportunities for improvement. You will need to prepare orders, develop monitoring systems, and evaluate and identify changes. You will need to keep records, checking for variations and identify and deal with problems.

You will need to monitor suppliers' performance, identify problems and identify changes which will improve performance. You will need to liaise with suppliers regarding improvement of supply.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Users:
  - principal contractors
  - sub/works/trade contractors
  - direct labour organisations
  - clients
  - own colleagues
  - facilities/asset manager

- Materials supplies:
  - raw materials
  - manufactured materials
  - components
  - systems
  - prefabricated components
  
- Project information:
  - information (including models, documents, drawings, electronic, graphical and non-graphical data files)
  - labour, plant and equipment, materials
  - employer's information requirements
  - services
  - finance, including cash flow
  
- Supply requirements:
  - specification
  - price
  - quantity
  - availability and lead time
  - delivery
  - maintenance and servicing
  - storage and handling facilities
  - environmental issues (including sustainability)
  - health and safety issues
  - transportation
  - deterioration and damage
  - loss and theft
  - after-sales service
  - payment terms
  - cash flow
  - waste management
  - off-site manufacture and assembly

### **Learning outcomes 3 and 4**

- Delivery position:
  - time
  - quantity
  - quality
  - location
  - communications
  
- Problems with supply:
  - specification
  - price
  - quantity
  - availability and lead time
  - delivery
  - maintenance and servicing
  - storage and handling facilities
  - environmental issues (including sustainability)
  - health and safety issues
  - transportation
  - deterioration and damage
  - loss and theft
  - after-sales service
  - payment terms
  - cash flow
  - waste management
  - off-site manufacture and assembly
  
- Suppliers of:
  - raw materials
  - manufactured materials
  - components
  - systems
  - prefabricated components

## **Learning outcomes 5 and 6**

- Suppliers of:
  - raw materials
  - manufactured materials
  - components
  - systems
  - prefabricated components
  
- Supply requirements:
  - specification
  - price
  - quantity
  - availability and lead time
  - delivery
  - maintenance and servicing
  - storage and handling facilities
  - environmental issues (including sustainability)
  - health and safety issues
  - transportation
  - deterioration and damage
  - loss and theft
  - after-sales service
  - payment terms
  - cash flow
  - waste management
  - off-site manufacture and assembly
  
- Interested parties:
  - line managers
  - contract/site management
  - suppliers

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 determine the standard required to achieve the unit.

1	Be able to identify and monitor requirements for suppliers	1.1	Analyse operational plans, user feedback and quantities, and assess what materials supplies will be required and develop systems for monitoring and progress			
		1.2	Develop an accurate purchasing plan by analysing design information, project information and projected supply requirements			
		1.3	Identify what opportunities there are for standardising or identify equivalent alternative materials supplies to economise on usage, cost and environmental impact			
		1.4	Check from the purchasing plan and users, what materials supplies are needed and prepare orders which meet the supply requirements			
		1.5	Develop and introduce systems for monitoring and evaluating the purchasing plan which will identify significant circumstances in supply requirements			
		1.6	Identify any circumstances which are likely to result in over or under supply and modify the purchasing plan to minimise disruption to the project programme after consultation with line manager			



2	Understand how to identify and monitor requirements for suppliers	2.1	Examine how to analyse operational plans, user feedback and quantities			
		2.2	Examine how to assess what materials supplies will be required			
		2.3	Propose how to develop systems for monitoring their progress			
		2.4	Propose how to develop an accurate purchasing plan by analysing design information, project information and projected supply requirements			
		2.5	Describe how to identify what opportunities there are for standardising or identify equivalent alternative materials supplies to economise on usage, cost and environmental impact			
		2.6	Explain how to check from the purchasing plan and users, what materials supplies are needed			
		2.7	Explain how to prepare orders which meet the supply requirements			
		2.8	Propose how to develop and introduce systems for monitoring and evaluating the purchasing plan which will identify significant circumstances in supply requirements			
		2.9	Describe what to identify as any circumstances which are likely to result in over or under supply			
		2.10	Explain how to modify the purchasing plan to minimise disruption to the project programme after consultation with line manager			

3	Be able to maintain and record supplies of materials	3.1	Review records of deliveries, calculating the current delivery and stock position and pass the information on to line managers			
		3.2	Check suppliers' progress for any variations from the agreed delivery position, investigate any variations found and discuss them with suppliers			
		3.3	Provide line managers with an accurate assessment of any problems with suppliers and suggest possible action to restore the required delivery position			
		3.4	Identify opportunities for improving the use of stock and stock turnover and recommend improvements to line managers			
		3.5	Provide suppliers with prompt and accurate information on project changes which may affect supply requirements			
		3.6	Obtain authorisation from line managers and arrange for alternative sources of supply, which meet supply requirements and minimise disruption to the operational plan, in instances where supplies are not available from contracted suppliers			
4	Understand how to maintain and record supplies of materials	4.1	Examine how to review records of deliveries and calculate the current delivery and stock position			
		4.2	Explain how to pass the information on to line managers about delivery records, calculations of the current delivery and stock position			
		4.3	Explain how to check suppliers' progress for any variations from the agreed delivery position			

		4.4	Examine how to investigate any variations found			
		4.5	Explain how to discuss any variation in delivery position with suppliers			
		4.6	Explain how to provide line managers with an accurate assessment of any problems with suppliers			
		4.7	Propose how to suggest possible action to restore the required delivery position			
		4.8	Describe what to identify as opportunities for improving the use of stock and stock turnover and recommend improvements to line manager			
		4.9	Explain how to provide suppliers with prompt and accurate information on project changes which may affect supply requirements			
		4.10	Explain how to obtain authorisation from line managers and arrange for alternative sources of supply, which meet supply requirements and minimise disruption to the operational plan, in instances where supplies are not available from contracted suppliers			
5	Be able to contribute to improvements in supplier performance	5.1	Monitor regularly the performance of suppliers against the supply requirements which have been agreed			
		5.2	Record any problems with supply requirements, and pass the information on to interested parties and discuss it with them			
		5.3	Identify changes which will improve supplier performance, discuss and agree changes with the interested parties and implement agreed actions to improve performance			

6		5.4	Liaise with suppliers and provide them with information which will help them to meet supply requirements			
		5.5	Conduct meetings with suppliers in a manner which maintains their goodwill and trust			
	Understand how to contribute to improvements in supplier performance	6.1	Examine how to monitor regularly the performance of suppliers against the supply requirements which have been agreed			
		6.2	Explain how to record any problems with supply requirements and pass the information on to interested parties			
		6.3	Explain how to discuss with interested parties any problems with supply requirements			
		6.4	Describe what to identify as changes which will improve supplier performance			
		6.5	Explain how to discuss changes with the interested parties			
		6.6	Evaluate how to agree changes with the interested parties and implement agreed actions to improve performance			
		6.7	Explain how to liaise with suppliers and provide them with information which will help them to meet supply requirements			
		6.8	Explain how to conduct meetings with suppliers in a manner which maintains their goodwill and trust			

Learner name: \_\_\_\_\_

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*(if sampled)*



# **Unit 17: Recommend and Monitor Supplies of Plant and Equipment in Construction**

**Unit reference number:** J/505/9991

**Level:** 3

**Credit value:** 15

**Guided learning hours:** 40

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## **Unit summary**

This unit is about identifying plant and equipment requirements, potential suppliers, estimating costs, implementing orders, identifying and rectifying problems and liaising with suppliers. You will need to identify plant selection criteria, evaluate information and identify and recommend options for acquiring plant. You will need to identify potential suppliers, estimate costs, summarise benefits and constraints, make recommendations and implement orders.

You will need to monitor plant, identify problems and pass them on as necessary, identify changes to improve performance and agree changes with suppliers. You will need to liaise and conduct meetings with suppliers.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Selection criteria:
  - user requirements including, performance
  - environmental suitability
  - project duration
  - location
  - user policies and preferences on plant ownership, leasing and hire
  - availability
  - repairs and maintenance
  - health and safety features
  - energy efficiency
  - security features

- Plant and equipment:
  - static
  - mobile
  - hand tools
  - consumables
  - health and safety equipment
  - standard
  - non-standard
  - electromechanical
  - electronic
  
- Options for acquiring:
  - purchase
  - modify
  - lease
  - hire
  
- Costs:
  - running costs
  - acquisition costs (purchase, hire, lease)
  - repair and maintenance
  - depreciation
  - insurance
  
- Project requirements:
  - needs of users
  - agreed targets
  - budgets and timescales
  - condition of plant and equipment
  - maintenance requirements
  - competency of operators

### **Learning outcomes 3 and 4**

- Costs:
  - running costs
  - acquisition costs (purchase, hire, lease)
  - repair and maintenance
  - depreciation
  - insurance



- Plant and equipment:
  - static
  - mobile
  - hand tools
  - consumables
  - health and safety equipment
- Selection criteria:
  - user requirements, including performance
  - environmental suitability
  - project duration
  - location
  - user policies and preferences on plant ownership, leasing and hire
  - availability
  - repairs and maintenance
  - health and safety features
  - energy efficiency
  - security features
- Interested parties:
  - line managers
  - contract/site management

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 determine the standard required to achieve the unit.

1	Be able to identify and recommend plant and equipment	1.1	Obtain information about project requirements for plant and equipment			
		1.2	Confirm the selection criteria for plant and equipment			
		1.3	Identify and recommend options for acquiring plant and equipment which meet user requirements			
		1.4	Identify potential suppliers of plant and equipment that meet the selection criteria			
		1.5	Estimate the costs of plant and equipment and present the information so that comparisons can be made			
		1.6	Implement orders for plant and equipment which meets project requirements			
2	Understand how to identify and recommend plant and equipment	2.1	Explain how to obtain information about project requirements for plant and equipment			
		2.2	Explain how to confirm the selection criteria for plant and equipment			
		2.3	Describe what to identify as options for acquiring plant and equipment which meet user requirements			
		2.4	Propose how to recommend options for acquiring plant and equipment which meet user requirements			

		2.5	Describe what to identify as potential suppliers of plant and equipment that meet the selection criteria			
		2.6	Examine how to estimate the costs of plant and equipment and present the information so that comparisons can be made			
		2.7	Explain how to implement orders for plant and equipment which meets project requirements			
3	Be able to monitor the performance of plant and equipment supplied	3.1	Monitor regularly the performance and costs of plant and equipment supplied against the selection criteria			
		3.2	Record any problems with plant and equipment supplied, pass the information on to interested parties and discuss it with them			
		3.3	Identify changes which will improve the interested parties' use of plant and equipment supplied, discuss and agree changes with the supplier and maintain agreed actions to improve performance			
		3.4	Liaise with suppliers of plant and equipment and provide them with information which will help them to better meet the selection criteria			
		3.5	Conduct meetings with suppliers of plant and equipment in a manner which maintains their goodwill and trust			
4	Understand how to monitor the performance of plant and equipment supplied	4.1	Examine how to monitor the performance and costs of plant and equipment			
		4.2	Explain how to record any problems with plant and equipment supplied			
		4.3	Explain how to pass on information about any problems to interested parties and discuss any problems with them			

		4.4	Describe what to identify as changes which will improve the use of plant and equipment supplied			
		4.5	Explain how to discuss changes with suppliers			
		4.6	Evaluate how to agree changes with the suppliers			
		4.7	Explain how to maintain agreed actions to improve performance			
		4.8	Explain how to liaise with suppliers of plant and equipment			
		4.9	Explain how to provide suppliers with information which will help them to better meet the selection criteria			
		4.10	Explain how to conduct meetings with suppliers in a manner which maintains their goodwill and trust			

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# **Unit 18: Prepare and Monitor Costs and Accounts in Construction**

**Unit reference number:** H/505/9996

**Level:** 4

**Credit value:** 15

**Guided learning hours:** 50

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## **Unit summary**

This unit is about implementing cost systems, collecting information, analysing information and using information to prepare accounts. You will need to implement control systems to monitor performance and collect, use and present information.

You will need to identify and investigate variations and recommend corrective action. You will also need to identify cost savings and make recommendations regarding them. You will need to value work in progress based on contract requirements, value variations and prepare and submit accounts, keeping records of information and calculations.

You will need to obtain, collate and calculate information regarding claims and present them, keeping records of information and calculations. You will also need to analyse opposing grounds.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Contract quantities and cost monitoring systems:
  - contractual procedures and meetings
  - organisational procedures and meetings
  - open book accounting
  - electronic recording
- Quantities and cost data:
  - materials
  - plant
  - people
  - subcontractors

- dayworks
- periodic valuations
- retention sums
- forecasts of expenditure
- performance information
- contract programme and progress
  
- Decision makers:
  - the client
  - contractors
  - consultants
  - sub-contractors
  - suppliers
  - internal management
  
- Commercial corrective action:
  - renegotiating prices and fees
  - renegotiating payment conditions
  - agreeing additional costs
  - changing suppliers
  - carrying out a value engineering exercise
  - considering off-site construction
  - considering standardisation
  - regulating expenditure to conform with budgets
  - agreeing additional costs
  - making a contract claim
  
- Opportunities for cost saving:
  - modify project management structure
  - reduce waste
  - use new technology
  - manage energy consumption
  - use recycled materials
  - seek permission to use alternative materials and/or source of materials
  - reduce plant/labour resources
  - apply lean construction processes

### **Learning outcomes 3 and 4**

- Valuing work in progress:
  - measure quantities
  - supplier accounts and valuations
  - project records
  - inspection of works
  - agreed variations
  - by invoice
- Contract-type:
  - main contract
  - subcontract
  - partnering
  - lump sum
  - design and construct
  - schedule based
  - prime cost based
  - hybrid
  - firm price
  - fluctuating price
  - labour and materials
  - labour only
  - material supply only
  - service contracts
  - design warranties
- Variations:
  - costs
  - quantity
  - quality
  - progress

### **Learning outcomes 5 and 6**

- How payments for contracts will be made with:
  - clients
  - within the organisation
  - external auditing
  - legal requirements

- Income:
  - agreed fees
  - quantification of work completed
  - agreed recoverable expenses
  - VAT
- Expenditure:
  - employment costs
  - capital plant and equipment
  - materials
  - liabilities
  - subcontract costs
  - consumables
- Records may be:
  - documents
  - electronic

### **Learning outcomes 7 and 8**

- Contractual parties:
  - client
  - subcontractors
  - suppliers
  - statutory authorities and utilities
- Contract-type:
  - main contract
  - subcontract
  - partnering
  - lump sum
  - design and construct
  - schedule based
  - prime cost based
  - hybrid
  - firm price
  - fluctuating price
  - labour and materials
  - labour only



- material supply only
- service contracts
- design warranties
- Additional costs—resulting from:
  - remeasurement
  - valuation of variations
  - loss and expense arising from breaches of contract
  - agreed extensions of time
  - damages arising from extra-contractual consideration, including legal judgments
  - additional resources
- Information sources:
  - contract documents, e.g. specifications, quantities, drawings
  - revised contract documents
  - variations issued
  - site records, including photographs
  - agreed rates of payment
  - agreed method of calculation
  - legislation, e.g. tax and NI payments, minimum wage
  - company accounts
- Analyse:
  - claimants' analysis
  - respondents' analysis

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 determine the standard required to achieve the unit.

1	Be able to monitor contract quantities and costs	1.1	Implement appropriate contract quantities and cost monitoring systems which are able to provide early warning of problems			
		1.2	Collect quantities and cost data regularly, recording it correctly and present it to decision makers in a format which will help people to make decisions			
		1.3	Calculate the correct work values and quantities and cost data from estimates of work quantity and payment rates			
		1.4	Investigate any variations thoroughly and identify to decision makers appropriate commercial corrective action which could restore costs and expenditure to budget			
		1.5	Costing commercial opportunities for cost savings identified by decision makers			
		1.6	Ensure your records are complete, accurate and available to authorised people only			
2	Understand how to monitor contract quantities and costs	2.1	Explain how to implement appropriate contract quantities and cost monitoring systems which are able to provide early warning of problems			
		2.2	Explain how to collect and record quantities and cost data regularly			

		2.3	Explain how to present quantities and cost data to decision makers in a format which will help people to make decisions			
		2.4	Explain how to calculate the correct work values and quantities and cost data from estimates of work quantity and payment rates			
		2.5	Examine how to investigate any variations thoroughly and identify to decision makers appropriate commercial corrective action which could restore costs and expenditure to budget			
		2.6	Examine how to cost commercial opportunities for cost savings identified by decision makers			
		2.7	Explain how to ensure your records against budgets are complete, accurate and available to authorised people only			
3	Be able to prepare interim valuations and final account	3.1	Value work in progress, and confirm the calculations with valuers who are acting for the people involved in the contract			
		3.2	Price and reference the quantities used in valuations and accounts so that they meet contract provisions			
		3.3	Value variations and items which do not have an agreed contract rate by identifying and recommending fair rates			
		3.4	Prepare and submit accurate interim valuations and final accounts which contain relevant background information and identify areas of potential disagreement			
		3.5	Record documents, backup information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference			

4	Understand how to prepare interim valuations and final account	4.1	Examine how to value work in progress			
		4.2	Examine how to price reference the quantities used in valuations and accounts so that they meet contract provisions			
		4.3	Examine how to value variations and items which do not have an agreed contract rate by identifying and recommending fair rates			
		4.4	Explain how to prepare and submit interim valuations and final accounts and identify areas of potential disagreement			
		4.5	Explain how to record, reference and store documents, backup information and calculations accurately, referencing them clearly and storing them			
5	Be able to identify and record income and expenditure	5.1	Confirm how payments for contracts will be made			
		5.2	Implement project costing methods and accounts for recording and verifying income and expenditure			
		5.3	Calculate and record information about income and expenditure due under the contract			
		5.4	Collate and store records and receipts which support income and expenditure			
6	Understand how to identify and record income and expenditure	6.1	Explain how to confirm how payments for contracts will be made			
		6.2	Explain how to implement project costing methods and accounts for recording and verifying income and expenditure			
		6.3	Explain how to calculate information about income and expenditure due under the contract			

		6.4	Explain how to record information about income and expenditure due under the contract			
		6.5	Explain how to collate and store records and receipts which support income and expenditure			
7	Be able to prepare information for additional costs for reimbursement for loss and expense	7.1	Obtain and collate information relating to identified additional costs involving all contractual parties			
		7.2	Calculate additional costs accurately from relevant and verified information sources			
		7.3	Analyse the opposing grounds for the additional costs, structuring them clearly and present them to managers			
		7.4	Record documents, backup information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference			
8	Understand how to prepare information for additional costs for reimbursement for loss and expense	8.1	Explain how to obtain and collate information in relation to identified additional costs involving all contractual parties			
		8.2	Explain how to calculate additional costs accurately from relevant and verified information sources			
		8.3	Examine how to analyse the opposing grounds for the claims			
		8.4	Explain how to record, reference and store documents, backup information and calculations accurately, referencing them clearly and store them			

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*(if sampled)*

# **Unit 19: Prepare Proposals and Obtain Feedback for the Provision of Products and Services in Construction**

**Unit reference number:** H/504/7427

**Level:** 4

**Credit value:** 16

**Guided learning hours:** 50

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## **Unit summary**

This unit is about agreeing proposals for the provision of the products and services. You will need to produce a report summarising the design parameters covering design, planning, timetabling, scheduling, costs, delivery and any specifics relative to the provision of the products and services.

You will need to liaise on the presentation of the design aspects with a specialist design team and others associated with the detailed development and construction of products and services.

You will need to identify changes to customer requirements. You will need to present initial proposals to the customer, negotiate and discuss agreed changes and record decisions.

## **Unit assessment requirements/evidence requirements**

The following ranges apply.

### **Learning outcomes 1 and 2**

- Parameters:
  - customer requirements
  - procurement factors
  - physical factors
  - resource factors
- Appropriate methods:
  - comparison with similar projects
  - standard checklists
  - reference to comparative research

- Selection criteria:
  - critical design parameters
  - project scope
  - validity of data
  
- Modes of design presentation:
  - sketches
  - drawings
  - models
  - computer-generated data
  - photomontage
  - written reports
  
- Methods and techniques of presentation:
  - documentary
  - comparative studies with similar projects
  - presentations
  - computer-modelled simulations
  
- Interested parties:
  - customers
  - design consultants and advisors
  - potential contractors
  - potential subcontractors and suppliers
  - regulatory authorities
  
- Present:
  - oral
  - written
  - graphical
  - photographs
  - models
  - exhibitions



### **Learning outcomes 3 and 4**

- Present:
  - orally
  - in writing
  - graphically
  - photographs
  - models
  - exhibitions
- Interested parties:
  - customers
  - design consultants and advisors
  - potential contractors
  - potential subcontractors and suppliers
  - regulatory authorities

### **Learning outcomes 5 and 6**

- Methods and sources:
  - project records and documentation
  - site inspections and meetings
  - research and performance data
- Feedback:
  - management procedures and records
  - customer communications
  - working arrangements
  - formal and informal arrangements
- Interested parties:
  - customer
  - design team
  - specialist consultants
  - contractors
  - subcontractors and suppliers

- Feedback data:
  - approved providers
  - contract documentation
  - product information
  - government and statutory publications
  - reports
  - organisational documentation
- Databases:
  - files and records
  - library
  - standard drawings
  - specifications

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 determine the standard required to achieve the unit.

1	Be able to prepare information for additional costs for reimbursement for loss and expense	1.1	Take into account and assess all information gained in establishing the design parameters for the provision of products and services			
		1.2	Select and analyse relevant and valid data and confirming its status using appropriate methods and selection criteria			
		1.3	Identify and develop design options to meet agreed design parameters			
		1.4	Evaluate and select the most appropriate methods and techniques of presentation for communicating the design proposals			
		1.5	Present the recommendations, proposals and design options using the selected methods and techniques			
		1.6	Identify valid alternative options where the design options do not meet all customer requirements			
		1.7	Estimate and confirm projected product and service costs and related financial data			
		1.8	Obtain clear statements of agreement and position from interested parties			
		1.9	Produce a clear and unambiguous document summarising the parameters within an agreed timescale, and present it to interested parties			

2	Understand how to prepare information for additional costs for reimbursement for loss and expense	2.1	Explain how to take into account and assess all the information gained in establishing the design parameters			
		2.2	Evaluate how to select data which is relevant and valid			
		2.3	Examine how to analyse data and confirm its status using appropriate methods and selection criteria			
		2.4	Describe what to identify as design options to meet agreed design parameters			
		2.5	Propose how to develop design options to meet agreed design parameters			
		2.6	Evaluate and select the most appropriate methods and techniques of presentation for communicating the design proposals			
		2.7	Explain how to present the recommendations, proposals and design options using the selected methods and techniques			
		2.8	Describe what to identify as valid alternative options where the design options do not meet all customer requirements			
		2.9	Examine how to estimate and confirm projected product and service costs and related financial data			
		2.10	Explain how to obtain clear statements of agreement and position for interested parties			
		2.11	Explain how to produce a document summarising the design parameters within an agreed timescale			
		2.12	Explain how to present the document to interested parties			

3	Be able to review and finalise proposals for the provision of products and services	3.1	Present initial proposals to and discuss them with the customer, and raise and record significant points			
		3.2	Discuss and clarify significant constraints, opportunities and areas of uncertainty within the proposals with interested parties			
		3.3	Make appropriate modifications to the initial proposals to reflect the outcome of discussions with interested parties			
		3.4	Negotiate a clear and mutually acceptable agreement with interested parties with sufficient detail to allow work to proceed to the next stage			
		3.5	Discuss provisions for subsequent changes fully with interested parties, explain their implications, and record agreed discussions			
4	Understand how to review and finalise proposals for the provision of products and services	4.1	Explain how to present initial proposals to the customer			
		4.2	Explain how to discuss proposals with the customer			
		4.3	Explain how to raise and record significant points with the customer			
		4.4	Explain how to discuss significant constraints, opportunities and areas of uncertainty within the proposals with interested parties			
		4.5	Explain how to clarify significant constraints, opportunities and areas of uncertainty within the proposals with interested parties			
		4.6	Explain how to make appropriate modifications to the initial proposals to reflect the outcome of discussions with interested parties			
		4.7	Propose how to negotiate a clear and mutually acceptable agreement with interested parties with sufficient detail to allow work to proceed to the next stage			

		4.8	Explain how to discuss provisions for subsequent changes fully with interested parties			
		4.9	Explain how to explain the implications for subsequent changes fully with interested parties			
		4.10	Explain how to record agreed discussions			
5	Be able to obtain and evaluate feedback information	5.1	Identify and agree valid and reliable methods and sources for obtaining feedback on completed projects			
		5.2	Promote the value of obtaining and using feedback data and encourage and enlist the cooperation of interested parties in obtaining feedback			
		5.3	Identify areas of interest and agree them with interested parties			
		5.4	Identify, obtain and investigate available feedback data from relevant sources and assess it for its implications and potential future use			
		5.5	Review the feedback data matching it against the original requirements and objectives and summarise any shortcomings			
		5.6	Identify and recommend to interested parties potential improvements arising from feedback			
		5.7	Record and classify improvements, incorporate them into procedures and databases, and promote them for future use			
6	Understand how to obtain and evaluate feedback information	6.1	Describe what to identify, valid and reliable methods and sources for obtaining feedback on completed projects			
		6.2	Evaluate how to agree valid and reliable methods and sources for obtaining feedback on completed projects			

		6.3	Propose how to promote the value of obtaining and using feedback data and encouraging and enlisting the cooperation of interested parties in obtaining feedback			
		6.4	Describe how to identify areas of interest and agree them with interested parties			
		6.5	Evaluate how to agree areas of interest with interested parties			
		6.6	Describe how to identify, obtain and investigate available feedback data from relevant sources			
		6.7	Examine how to review the feedback data matching it against the original requirements and objectives and summarising any shortcomings			
		6.8	Propose how to match feedback data against the original requirements and objectives and summarise any shortcomings			
		6.9	Explain how to record and classify improvements incorporating them into procedures and databases and promoting them for future use			

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](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://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](http://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

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

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

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

For more information on training options and upcoming events, please visit our website, [www.pearsonwbl.edexcel.com//training-events](http://www.pearsonwbl.edexcel.com//training-events). You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

### Support services

**Face-to-face 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. A UK map showing the Regional Quality Managers' contact details can be found at [qualifications.pearson.com](http://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 at [qualifications.pearson.com](http://qualifications.pearson.com)

### Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as 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 at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

## 14 Contact us

We have a dedicated Account Support team, throughout the UK, to give you personalised support and advice. To contact your Account Specialist you can email or telephone us:

**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 at:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to provide you with 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.



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## **Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.**

### **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 (QCF) 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.

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

Annex B provides a list of sub annexes relevant to specific NVQ or SVQ qualifications and units, these sub annexes contain additional information for awarding organisations where National Working Groups or Awarding Body For a 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 (QCF), 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

- V1 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
- V1 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.

## Annex A

### ConstructionSkills' standard evidence notes for awarding organisations

These guidance notes have been produced to ensure consistency in interpreting the principles set out in sections 2 and 3 of the ConstructionSkills Assessment Strategy. The notes should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment – craft, supervisory, technical, managerial and professional NVQ/SVQs. The following general standard notes are strongly recommended for adoption by awarding organisations in their assessment specification:

#### Standard note 1:

*'Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria/learning outcomes and assessment criteria across the scope/range.'*

#### Standard note 2:

*'There must be workplace evidence against each performance criterion/learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion/learning outcome and assessment criterion.'*

#### Standard note 3:

*'Knowledge evidence may be established from questioning the candidate, or from industry recognised industry education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence.'*

#### Standard note 4:

Either:

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

OR

*'Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation, with appropriate: tools, equipment and instruments; materials; types of contingencies; standards and quality specifications; real timescales; quantities of work; physical conditions; relationship with people; type of interaction; communication methods and media; information and data\*.'*

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*[\*include as appropriate]*

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