

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF)

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In partnership with



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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

www.ice.org.uk



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Contents

Qualification title covered by this specification	1
Key features of the Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF)	2
What is the purpose of this qualification?	2
Who is this qualification for?	2
What are the benefits of this qualification to the learner and employer?	2
What are the potential job roles for those working towards this qualification?	2
What progression opportunities are available to learners who achieve this qualification?	3
What is the qualification structure for the Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF)?	4
How is this qualification graded and assessed?	11
Assessment Strategy	11
Types of evidence	12
Additional requirements	13
Centre recognition and approval	14
Centre recognition	14
Approvals agreement	14
Quality assurance	14
What resources are required?	14
Unit format	15
Units	17
Unit 1: Developing and maintaining good occupational working relationships in the workplace	19
Unit 2: Allocating work and checking people's performance in the workplace	25
Unit 3: Establishing, implementing and maintaining systems for managing health, safety and welfare in the workplace	31
Unit 4: Evaluating and selecting work methods to meet project or operational requirements in the workplace	41
Unit 5: Monitoring construction-related project activities in the workplace	51
Unit 6: Controlling project progress against agreed quality standards in the workplace	59

Unit 7:	Controlling project progress against agreed programmes in the workplace	67
Unit 8:	Managing personal development in a construction-related workplace	77
Unit 9:	Identifying and enabling learning opportunities for given work teams in the workplace	85
Unit 10:	Contributing to the identification of work teams in the workplace	91
Unit 11:	Establishing, controlling and monitoring environmental factors and sustainability in the workplace	97
Unit 12:	Planning the preparation of the site for the project or operation in the workplace	105
Unit 13:	Ensuring that work activities and resources meet project work requirements in the workplace	117
Unit 14:	Identifying, allocating and planning the deployment and use of plant, equipment or machinery in the workplace	125
Unit 15:	Organising, controlling and monitoring supplies of materials in the workplace	135
Unit 16:	Establishing and monitoring communication systems and organisational procedures in the workplace	143
Unit 17:	Establishing project dimensional control criteria in the workplace	153
Unit 18:	Controlling project quantities and costs in the workplace	161
Unit 19:	Evaluating feedback information and recommending improvements in the workplace	171
Unit 20:	Planning highways maintenance or repair activities in the workplace	179
Unit 21:	Providing and monitoring construction-related customer service in the workplace	187
Unit 22:	Managing the handover of the construction project in the workplace	195
Unit 23:	Planning and scheduling the maintenance or remedial activities of property, systems or services in the workplace	201
Unit 24:	Planning historical conservation/restoration activities in the workplace	213
Unit 25:	Planning demolition activities in the workplace	221
	Further information	229
	Useful publications	229
	How to obtain National Occupational Standards	229
	Professional development and training	230

Annexe A: Progression pathways	231
The Edexcel qualification framework for the Construction and the Built Environment sector	231
Annexe B: Quality assurance	235
Key principles of quality assurance	235
Quality assurance processes	235
Annexe C: Centre certification and registration	237
What are the access arrangements and special considerations for the qualification in this specification?	237
Annexe D: Additional requirements for qualifications that use the title NVQ within the QCF	239
Annexe E: Assessment Strategy	247

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF)	500/9454/3	01/08/2010

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

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

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

Key features of the Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF)

This qualification:

- is nationally recognised
- is based on the ConstructionSkills National Occupational Standards (NOS). The NOS, Assessment Strategy and qualification structure is owned by ConstructionSkills.

What is the purpose of this qualification?

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

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

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

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

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the Construction and the Built Environment industry as defined by ConstructionSkills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector.

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

- Construction supervisor
- Construction manager

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

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

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF)?

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

Edexcel Level 6 NVQ Diploma in Construction Site Management - Building and Civil Engineering (Construction) – Learners must complete all units in groups A and B1 to achieve a total of 189 credits.

Edexcel Level 6 NVQ Diploma in Construction Site Management - Highways and Maintenance Repair (Construction) – Learners must complete all units in groups A and C1 to achieve 155 credits and a minimum of 17 credits from group C2 to achieve a minimum total of 172 credits.

Edexcel Level 6 NVQ Diploma in Construction Site Management - Residential Development (Construction) – Learners must complete all units in groups A and D1 to achieve 193 credits and a minimum of 8 credits from group D2 to achieve a minimum total of 201 credits.

Edexcel Level 6 NVQ Diploma in Construction Site Management - Conservation (Construction) – Learners must complete all units in groups A and E1 to achieve 175 credits and a minimum of 14 credits from group E2 to achieve a minimum total of 189 credits.

Edexcel Level 6 NVQ Diploma in Construction Site Management - Demolition (Construction) – Learners must complete all units in groups A and F1 to achieve 148 credits and a minimum of 31 credits from group F2 to achieve a minimum total of 179 credits.

Learners may also select additional units from group Z although they are not required to achieve the qualification. Credit from these units cannot be added to a pathway unless the minimum number of credits for the pathway has been attained.

A - Mandatory units

- D/600/7079 – Developing and maintaining good occupational working relationships in the workplace
- D/600/7552 – Allocating work and checking people’s performance in the workplace
- J/600/7318 – Establishing, implementing and maintaining systems for managing health, safety and welfare in the workplace
- M/600/7328 – Evaluating and selecting work methods to meet project or operational requirements in the workplace
- J/600/7335 – Monitoring construction related project activities in the workplace
- F/600/7351 – Controlling project progress against agreed quality standards in the workplace
- D/600/7356 – Controlling project progress against agreed programmes in the workplace
- M/600/7359 – Managing personal development in a construction-related workplace

B - Building and Civil Engineering pathway

Learners must complete all units in groups A and B1 to achieve a total of 189 credits.

B1 - Mandatory units

- H/600/7553 – Identifying and enabling learning opportunities for given work teams in the workplace
- K/600/7554 – Contributing to the identification of work teams in the workplace
- R/600/7323 – Establishing, controlling and monitoring environmental factors and sustainability in the workplace
- M/600/7331 – Planning the preparation of the site for the project or operation in the workplace
- Y/600/7338 – Ensuring that work activities and resources meet project work requirements in the workplace
- Y/600/7341 – Identifying, allocating and planning the deployment and use of plant, equipment or machinery in the workplace
- H/600/7343 – Organising, controlling and monitoring supplies of materials in the workplace
- J/600/7349 – Establishing and monitoring communication systems and organisational procedures in the workplace

R/600/7354 – Establishing project dimensional control criteria in the workplace

H/600/7357 – Controlling project quantities and costs in the workplace

K/600/7358 – Evaluating feedback information and recommending improvements in the workplace

C - Highways and Maintenance Repair pathway

Learners must complete all units in groups A and C1 to achieve 155 credits and then select further units from group C2 to achieve a minimum total of 172 credits.

C1 - Mandatory units

H/600/7553 – Identifying and enabling learning opportunities for given work teams in the workplace

K/600/7554 – Contributing to the identification of work teams in the workplace

M/600/7555 – Planning highways maintenance or repair activities in the workplace

F/600/7558 – Providing and monitoring construction-related customer service in the workplace

Y/600/7338 – Ensuring that work activities and resources meet project work requirements in the workplace

Y/600/7341 – Identifying, allocating and planning the deployment and use of plant, equipment or machinery in the workplace

H/600/7343 – Organising, controlling and monitoring supplies of materials in the workplace

H/600/7357 – Controlling project quantities and costs in the workplace

C2 - Optional units

Credit Value required: minimum 17.

R/600/7323 – Establishing, controlling and monitoring environmental factors and sustainability in the workplace

M/600/7331 – Planning the preparation of the site for the project or operation in the workplace

J/600/7349 – Establishing and monitoring communication systems and organisational procedures in the workplace

R/600/7354 – Establishing project dimensional control criteria in the workplace

K/600/7358 – Evaluating feedback information and recommending improvements in the workplace

K/600/7361 – Managing the handover of the construction project in the workplace

D - Residential Development pathway

Learners must complete all units in groups A and D1 to achieve 193 credits and then select further units from group D2 to achieve a minimum total of 201 credits.

D1 - Mandatory units

H/600/7553 – Identifying and enabling learning opportunities for given work teams in the workplace

F/600/7558 – Providing and monitoring construction-related customer service in the workplace

R/600/7323 – Establishing, controlling and monitoring environmental factors and sustainability in the workplace

M/600/7331 – Planning the preparation of the site for the project or operation in the workplace

Y/600/7338 – Ensuring that work activities and resources meet project work requirements in the workplace

H/600/7343 – Organising, controlling and monitoring supplies of materials in the workplace

J/600/7349 – Establishing and monitoring communication systems and organisational procedures in the workplace

R/600/7354 – Establishing project dimensional control criteria in the workplace

K/600/7358 – Evaluating feedback information and recommending improvements in the workplace

H/600/7360 – Planning and scheduling the maintenance or remedial activities of property, systems or services in the workplace

K/600/7361 – Managing the handover of the construction project in the workplace

D2 - Optional units

Credit Value required: minimum 8.

K/600/7554 – Contributing to the identification of work teams in the workplace

Y/600/7341 – Identifying, allocating and planning the deployment and use of plant, equipment or machinery in the workplace

H/600/7357 – Controlling project quantities and costs in the workplace

E - Conservation pathway

Learners must complete all units in groups A and E1 to achieve 175 credits and then select further units from group E2 to achieve a minimum total of 189 credits.

E1 - Mandatory units

H/600/7553 – Identifying and enabling learning opportunities for given work teams in the workplace

J/600/7559 – Planning historical conservation/restoration activities in the workplace

Y/600/7338 – Ensuring that work activities and resources meet project work requirements in the workplace

Y/600/7341 – Identifying, allocating and planning the deployment and use of plant, equipment or machinery in the workplace

H/600/7343 – Organising, controlling and monitoring supplies of materials in the workplace

J/600/7349 – Establishing and monitoring communication systems and organisational procedures in the workplace

R/600/7354 – Establishing project dimensional control criteria in the workplace

H/600/7357 – Controlling project quantities and costs in the workplace

H/600/7360 – Planning and scheduling the maintenance or remedial activities of property, systems or services in the workplace

E2 - Optional units

Credit Value required: minimum 14.

K/600/7554 – Contributing to the identification of work teams in the workplace

F/600/7558 – Providing and monitoring construction-related customer service in the workplace

R/600/7323 – Establishing, controlling and monitoring environmental factors and sustainability in the workplace

M/600/7331 – Planning the preparation of the site for the project or operation in the workplace

K/600/7358 – Evaluating feedback information and recommending improvements in the workplace

K/600/7361 – Managing the handover of the construction project in the workplace

F - Demolition pathway

Learners must complete all units in groups A and F1 to achieve 148 credits and then select further units from group F2 to achieve a minimum total of 179 credits.

F1 - Mandatory units

F/600/7561 – Planning demolition activities in the workplace

R/600/7323 – Establishing, controlling and monitoring environmental factors and sustainability in the workplace

M/600/7331 – Planning the preparation of the site for the project or operation in the workplace

Y/600/7338 – Ensuring that work activities and resources meet project work requirements in the workplace

Y/600/7341 – Identifying, allocating and planning the deployment and use of plant, equipment or machinery in the workplace

K/600/7361 – Managing the handover of the construction project in the workplace

F2 - Optional units

Credit Value required: minimum 31.

H/600/7553 – Identifying and enabling learning opportunities for given work teams in the workplace

K/600/7554 – Contributing to the identification of work teams in the workplace

F/600/7558 – Providing and monitoring construction-related customer service in the workplace

H/600/7343 – Organising, controlling and monitoring supplies of materials in the workplace

J/600/7349 – Establishing and monitoring communication systems and organisational procedures in the workplace

H/600/7357 – Controlling project quantities and costs in the workplace

Z - Additional units

Learners need not take the units in this section to gain this qualification.

M/600/7555 – Planning highways maintenance or repair activities in the workplace

F/600/7558 – Providing and monitoring construction-related customer service in the workplace

J/600/7559 – Planning historical conservation/restoration activities in the workplace

F/600/7561 – Planning demolition activities in the workplace

R/600/7354 – Establishing project dimensional control criteria in the workplace

K/600/7358 – Evaluating feedback information and recommending improvements in the workplace

H/600/7360 – Planning and scheduling the maintenance or remedial activities of property, systems or services in the workplace

K/600/7361 – Managing the handover of the construction project in the workplace

How is this qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

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

Assessment Strategy

The Assessment Strategy for this qualification has been included in *Annexe E*. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The Assessment Strategy includes details on:

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

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

- direct observation of the learner's performance by their assessor (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 one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

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

Additional requirements

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

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

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Developing and maintaining good occupational working relationships in the workplace

Unit reference number: D/600/7079

QCF level: 5

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in developing and maintaining good occupational working relationships in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of developing and maintaining good occupational working relationships to be effective and reliable when confirming a learner's competence

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Develop, maintain and encourage working relationships to promote good will and trust.</p>	<p>1.1 provide information and advice about occupational work activities and associated occupations to relevant people.</p> <p>1.2 explain methods and techniques on how to maintain and encourage working relationships that promote goodwill and trust with relevant people.</p> <p>1.3 explain the factors that encourage goodwill and trust and how they are developed.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.</p>	<p>2.1 communicate the following work activity information to relevant people following organisational procedures:</p> <ul style="list-style-type: none"> - appropriate timescales - health and safety requirements - co-ordination of work procedures. <p>2.2 explain the factors of, methods and different techniques of informing relevant people about the work activities.</p> <p>2.3 describe the effects of not informing relevant people with the expected level of urgency.</p> <p>2.4 list the people who would need to be informed about the work activities and describe the appropriate level of detail they would expect to receive.</p> <p>2.5 state the factors that constitute work activities.</p>			
<p>3 Offer advice and help to relevant people about work activities and encourage questions, requests for clarification and comments.</p>	<p>3.1 advise relevant people about the different methods of occupational work activities in order to achieve the required outcome.</p> <p>3.2 explain the techniques of encouraging questions, requests for clarification and comments.</p> <p>3.3 list the types of advice available and describe how to offer advice and help to people about the work activity.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1 undertake regular discussions with relevant people about the occupational work activity and other occupations. 4.2 explain the methods of clarifying alternative proposals with relevant people. 4.3 describe the methods of suggesting alternative proposals.			
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1 discuss and agree work activities with relevant people where differences of opinion occur of the proposed method of work. 5.2 explain the methods and techniques of resolving differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: Allocating work and checking people's performance in the workplace

Unit reference number: D/600/7552

QCF level: 5

Credit value: 9

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in allocating work and checking people's performance in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of allocating work and checking people's performance to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Confirm the programme or operations and schedules, identify priorities and critical activities, and plan how the work will be undertaken.</p>	<p>1.1 identify and evaluate the priorities and critical activities in programmes or operations and schedules, and devise a plan on how the work will be undertaken.</p> <p>1.2 explain how to identify priorities and critical activities.</p> <p>1.3 explain methods of confirming programmes or operations and schedules.</p> <p>1.4 describe how the planning of work can be undertaken.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Allocate work to team members, taking into account their current circumstances, and brief them on the quality standards or level expected.</p>	<p>2.1 evaluate and assign work to team members and carry out briefings taking into account their:</p> <ul style="list-style-type: none"> - skills - knowledge - experience - workload. <p>2.2 describe how to allocate work fairly to team members whilst taking into account their current circumstances.</p> <p>2.3 explain the methods and techniques on briefing team members about quality standards or levels expected.</p>			
<p>3 Monitor the progress and quality of the work and provide prompt and constructive feedback.</p>	<p>3.1 carry out checks on the progress and quality of work being undertaken against programmes or operations and schedules.</p> <p>3.2 carry out checks on the quality of work being undertaken against quality standards.</p> <p>3.3 explain methods of checking the progress of work against programmes or operations, schedules and the work against quality standards.</p> <p>3.4 provide feedback to team members on the progress of work and standards of quality.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Motivate team members to complete the work they have been allocated and provide, where requested and possible, any additional support and/or resources.</p>	<p>4.1 review and supply additional support and/or resources where requested by team members.</p> <p>4.2 explain the different ways of motivating team members to complete the allocated work.</p> <p>4.3 explain ways of providing additional support to team members and ways of getting feedback on additional support from team members.</p>			
<p>5 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.</p>	<p>5.1 evaluate poor or unacceptable performance for given work activities.</p> <p>5.2 implement methods that can improve performance of team members.</p> <p>5.3 describe the various methods of identifying poor or unacceptable performance.</p> <p>5.4 explain ways of discussing the causes of poor performance with team members and how to get agreement on ways of improving performance.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Recognise successful completion of significant pieces of work or work activities by team/team members, and advise responsible people.</p>	<p>6.1 demonstrate ways of recognising success and praising team members on successful completion of work.</p> <p>6.2 advise responsible people on successful completion of work.</p> <p>6.3 describe ways of recognising completion of significant pieces of work or work activities.</p> <p>6.4 explain effective methods of advising responsible people of the team/team member's successes.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Establishing, implementing and maintaining systems for managing health, safety and welfare in the workplace

Unit reference number: J/600/7318

QCF level: 6

Credit value: 15

Guided learning hours: 50

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing, implementing and maintaining systems for managing health, safety and welfare in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of establishing, implementing and maintaining systems for managing health, safety and welfare to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Encourage a culture of health, safety and welfare on site, and identify and implement improvements.</p>	<p>1.1 develop initiatives which encourage a health, safety, welfare culture and consideration for the environment.</p> <p>1.2 examine and analyse current systems, procedures and facilities used or supplied for health, safety and welfare.</p> <p>1.3 facilitate improvement methods to health, safety and welfare systems, procedures and/or facilities.</p> <p>1.4 explain ways that the culture of health, safety and welfare can be promoted and encouraged.</p> <p>1.5 explain how opportunities to improve health, safety and welfare could be identified and how appropriate recommendations can be made.</p> <p>1.6 outline how the promotion of a health, safety and welfare culture should be aimed at.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Allocate health, safety and welfare responsibilities which comply with current legislation and ensure site inductions consistently inform people of those responsibilities.</p>	<p>2.1 evaluate health, safety and welfare requirements of projects and determine number and types of people needed to comply with current legislation.</p> <p>2.2 assign health, safety and/or welfare responsibilities to selected people.</p> <p>2.3 carry out regular induction briefings to inform those responsible of their designated duties.</p> <p>2.4 describe how, and to whom health, safety and welfare responsibilities should be allocated.</p> <p>2.5 explain methods and techniques of conducting site inductions and list typical subject areas that should be covered.</p> <p>2.6 explain how and why site inductions can consistently inform people of their responsibilities.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Ensure accurate and appropriate notices and hazard warnings that conform to current legislation are maintained.</p>	<p>3.1 identify which legislation, regulations, codes of practice and official guidance applies to relevant work areas and activities to determine types and locations of notices and hazard warnings.</p> <p>3.2 carry out regular inspections of relevant areas of work to confirm that placed notices and warnings are accurate and in the correct locations.</p> <p>3.3 list the types of notices and hazard warnings that apply to relevant work areas and explain how to ensure that they comply with current legislation.</p> <p>3.4 explain ways that accurate and appropriate notices and hazard warnings for the workforce, visitors and the public can be maintained.</p> <p>3.5 give reasons why accurate and appropriate notices should be relevant, correctly placed and maintained, and explain possible consequences should they not be.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Ensure health, safety and welfare equipment and resources are available and sufficient to meet current legislation.</p>	<p>4.1 identify required health, safety and welfare equipment for given work areas.</p> <p>4.2 specify health, safety and welfare equipment and resources for work activities that meet the project, organisational and statutory requirements.</p> <p>4.3 implement maintenance procedures for health, safety and welfare protection equipment and resources.</p> <p>4.4 describe the types of health, safety and welfare equipment and resources that would be needed for relevant work activities.</p> <p>4.5 explain ways of ensuring that health, safety and welfare equipment and resources are available and sufficient for the project.</p> <p>4.6 explain how to ensure that health, safety and welfare equipment and resources comply with current legislation.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Implement systems which meet current legislation requirements to identify hazards, reduce risks and maintain the health, safety and welfare of people.</p>	<p>5.1 devise and/or apply systems to given work areas that allows hazard identification, assessment of risks and adoption of relevant control methods.</p> <p>5.2 devise and/or apply systems to given work areas that identify breaches in health, safety and welfare requirements.</p> <p>5.3 devise and/or apply systems to given work areas that are able to allow for the reporting of accidents, emergencies and near misses.</p> <p>5.4 explain how systems which meet current legislation requirements for identifying and reducing hazards should be implemented.</p> <p>5.5 explain methods that can be used to implement systems that can report and record accidents, emergencies and near misses.</p> <p>5.6 explain ways of maintaining the welfare of people in accordance with current legislation requirements.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Ensure hazards are identified and obtain information on their significance.</p>	<p>6.1 evaluate given work areas and identify any hazards that can affect the workplace and surrounding areas.</p> <p>6.2 determine the significance of identified hazards within the workplace.</p> <p>6.3 explain relevant methods that can ensure hazards are fully identified.</p> <p>6.4 describe methods and techniques that allow further information about hazards to be obtained.</p> <p>6.5 explain the methods and factors that determine the significance of hazards.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Ensure the significant hazards are assessed to identify the residual risks, apply the principles of prevention to reduce the risks and provide information to appropriate people.</p>	<p>7.1 apply the following principles of prevention to identified significant hazards:</p> <ul style="list-style-type: none"> - elimination - control at source - management - cumulative protection - personal protective equipment. <p>7.2 identify and analyse any residual risk or risks and apply additional control measures as appropriate.</p> <p>7.3 inform appropriate people about required hazard controls and remaining risks using various formats.</p> <p>7.4 describe methods that allow residual risks to be identified.</p> <p>7.5 explain ways of applying the principles of prevention to identified relevant and significant hazards.</p> <p>7.6 explain how risks can be reduced and ways that information can be provided to appropriate people.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Monitor health, safety and welfare systems regularly for compliance with current legislation.</p>	<p>8.1 ensure that regular checks are carried out on health, safety and welfare systems.</p> <p>8.2 analyse and record special site conditions and situations which do not comply with regulations.</p> <p>8.3 apply relevant measures which will prevent reoccurrence of breaches to the requirements of health, safety and welfare.</p> <p>8.4 explain methods and/or procedures used to regularly monitor health, safety and welfare systems.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Evaluating and selecting work methods to meet project or operational requirements in the workplace

Unit reference number: M/600/7328

QCF level: 6

Credit value: 11

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in evaluating and selecting work methods to meet project or operational requirements in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of evaluating and selecting work methods to meet project or operational requirements to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Assess and evaluate project or operational data in order to identify work methods.</p>	<p>1.1 examine at least five of the following types of project or operational data that can identify required work methods:</p> <ul style="list-style-type: none"> - conditions of contract - bills of quantities or methods of measurement - specifications - drawings - health, safety and environmental plans - programmes and schedules - organisational requirements - instructions and variations - information on materials - survey reports - design data - statutory consents - sub-contractor arrangements and attendance - method statements and/or risk assessments - safe systems of work. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.2 explain different methods and techniques that allows the assessment and evaluation of available project or operational data.</p> <p>1.3 explain how work methods can be identified from the assessment and evaluation of project or operational data.</p> <p>1.4 give reasons why project or operational data needs to be assessed and evaluated and explain possible project or operational consequences should this not be undertaken correctly.</p>			
<p>2 Obtain additional information from other sources in cases where the available project or operational data is insufficient.</p>	<p>2.1 carry out consultations with and/or examine at least two of the following other sources:</p> <ul style="list-style-type: none"> - the client, customer or their representative - contractors - sub-contractors - suppliers - regulatory authorities - technical and trade literature - those affected by the project. <p>2.2 explain how additional information from other sources can be obtained in cases where available project data is insufficient.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Identify work methods which will make the best use of resources and materials and meets project and current legislation requirements.</p>	<p>3.1 establish a range of work methods for relevant projects or operations from at least two of the following information sources:</p> <ul style="list-style-type: none"> - current legislation, Codes of Practice and official guidance - investigative research - organisational procedures - technical and trade literature. <p>3.2 explain different ways that allows comprehensive identification of work methods from possible information sources, and will make the best use of resources and materials for typical projects or operations.</p> <p>3.3 explain procedures that can identify work methods which meets project or operational requirements and the requirements of current legislation.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Evaluate identified work methods against technical, environmental and project or operational criteria and select appropriate methods.</p>	<p>4.1 examine and identify work methods for a range of projects or operations using at least six of the following technical, environmental or project criteria:</p> <ul style="list-style-type: none"> - materials performance and availability - health and safety - fire protection - access - plant, equipment or machinery performance and availability - traffic management - environmental issues - cost benefit - current legislation, codes of practice and official guidance - customer and user needs - contract requirements in terms of time and quantity - waste management - sustainability. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.2 determine work methods for a range of projects, activities and/or operations that will meet programme requirements.</p> <p>4.3 explain different ways and techniques of evaluating identified work methods against relevant technical, environmental and project criteria to select the best or appropriate method.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Ensure method statements are accurate, clear and concise, and acceptable to all the people involved.</p>	<p>5.1 produce and/or examine a method statement and/or risk assessments for a range of projects, activities or operations.</p> <p>5.2 confirm that method statements and/or risk assessments are accurate, clear, concise and acceptable for the project, activity or operational needs.</p> <p>5.3 explain suitable methods that ensure method statements and/or risk assessments derived from the selected work methods are accurate, clear and concise.</p> <p>5.4 explain possible procedures that ensure that method statements and/or risk assessments are acceptable to all the people responsible.</p> <p>5.5 give reasons for the need to ensure that selected work methods, method statement and/or risk assessments are acceptable to all the people responsible.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Recommend and promote the selected work method for projects or operations.</p>	<p>6.1 present the selected work method to and gain acceptance by at least two of the following people responsible:</p> <ul style="list-style-type: none"> - the client, customer or their representative - contractors - consultants - sub-contractors - suppliers - workforce - internal management. <p>6.2 explain the ways and techniques of recommending work methods to the people responsible.</p> <p>6.3 explain different ways of promoting selected work methods to the people responsible.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Monitoring construction-related project activities in the workplace

Unit reference number: J/600/7335

QCF level: 6

Credit value: 8

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in monitoring construction related project activities in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of monitoring construction related project activities to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Give adequate notice to all the people who will be affected about when work will start, how long it will take and when it will finish and confirm all dates in writing.</p>	<p>1.1 prepare written notices detailing about when project works starts, expected durations and planned finishing or completions dates.</p> <p>1.2 provide people affected by project works with written notices about project schedules.</p> <p>1.3 outline the type of people that should be notified of work schedules.</p> <p>1.4 describe ways and techniques of notifying people affected by the work about work schedules.</p> <p>1.5 explain why adequate notice of works should be given to people affected and explain possible consequences should this not happen.</p> <p>1.6 explain how dates can be confirmed and why notification of work arrangements and schedules should be in writing.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Communicate and agree a programme and method with people who will be doing the work that integrates operations.</p>	<p>2.1 liaise and communicate with those undertaking specified work on relevant projects.</p> <p>2.2 gain approval with relevant workers for work programmes and methods on construction projects.</p> <p>2.3 explain how and why programmes and methods should be agreed with the people who will be doing the work.</p> <p>2.4 describe methods and techniques of communicating programmes and methods to the people who will be doing the work.</p>			
<p>3 Identify, record and obtain information requirements before work starts.</p>	<p>3.1 source information relevant to specified projects and assemble prior to the start of work.</p> <p>3.2 explain ways that information required for projects can be identified, obtained and recorded before work starts.</p> <p>3.3 describe the types of information that should be obtained before work starts on typical projects.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Organise attendance for sub-contractors in accordance with project and contractual agreements.</p>	<p>4.1 plan and implement attendance requirements that meets project and contractual requirements.</p> <p>4.2 arrange and undertake meetings with sub-contractors to discuss project or contract requirements and attendance.</p> <p>4.3 explain how attendance can be organised by contract or agreement for sub-contractors and attending workforce, in accordance with project requirements and contractual agreements.</p> <p>4.4 list factors that affect typical project requirements.</p> <p>4.5 explain why attendance needs to be organised for contract or agreement for sub-contractors in accordance with project requirements and contractual agreements.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Plan and obtain sufficient resources of the appropriate type which will meet the project requirements and timescales.</p>	<p>5.1 identify and procure at least three of the following resources for relevant projects:</p> <ul style="list-style-type: none"> - people - plant, equipment or machinery - materials and components - sub-contractors - information. <p>5.2 explain how to identify and plan the use of resources for projects and why resource requirements should be planned.</p> <p>5.3 explain why there is a need to plan the use of resources.</p> <p>5.4 explain methods and procedures that can ensure sufficient resources are obtained.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Organise and control the site and resources so that conditions are safe, the site is tidy and creates a favourable image of the organisation, its products, its services and the project.</p>	<p>6.1 implement and coordinate working areas, activities and resources against project requirements that allow sites to be safe and tidy.</p> <p>6.2 coordinate and improve site operations to project a positive image of projects and relevant organisations.</p> <p>6.3 describe ways of organising and controlling the site and resources so that the following conditions are met:</p> <ul style="list-style-type: none"> - the site is safe - the site is tidy - a favourable image of the organisation is created - a favourable image of the products in use and being produced is created - a favourable image of the services being provided is created. <p>6.4 explain why there is a need to organise and control the site and resources.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Develop contingency plans to meet special requirements to minimise disruption to those likely to be affected by the works programme.</p>	<p>7.1 identify any special requirements that may affect the works programme or surrounding areas on relevant projects.</p> <p>7.2 implement plans, based on the results of special contingency identification, that will minimise disruption to those affected by the work programme.</p> <p>7.3 delegate tasks to other team members to implement the developed contingency plans.</p> <p>7.4 outline how to develop plans to meet special requirements and contingencies.</p> <p>7.5 explain why there is a need to develop plans to meet special requirements and contingencies.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6: Controlling project progress against agreed quality standards in the workplace

Unit reference number: F/600/7351

QCF level: 6

Credit value: 10

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in controlling project progress against agreed quality standards in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of controlling project progress against agreed quality standards to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Identify and interpret quality standards from available information, and pass them to people responsible for their implementation before they start work.</p>	<p>1.1 gather a range of sources which will identify quality standards for given projects.</p> <p>1.2 examine collected sources and define requisite quality standards.</p> <p>1.3 provide people responsible with relevant quality standards prior to work starting.</p> <p>1.4 describe where and how quality standards for given projects can be defined.</p> <p>1.5 explain how quality standards can be identified and interpreted.</p> <p>1.6 explain ways that quality standards can be passed on to people responsible for implementing them before starting work on a contract.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Specify clearly and unambiguously the responsibilities which individuals have for maintaining quality standards.</p>	<p>2.1 produce a site quality plan or procedure showing individual responsibilities in accordance with quality standards.</p> <p>2.2 explain how responsibilities can be specified to individuals having to maintain quality standards, and who those individuals may be for given projects.</p> <p>2.3 give reasons why the responsibilities which individuals have for maintaining quality standards need to be specified.</p> <p>2.4 explain methods that allow for the production of site quality plans or procedures in accordance with the quality standards.</p>			
<p>3 Set up systems to inspect and control the quality of the work.</p>	<p>3.1 establish and implement systems that can inspect ongoing work and completed work.</p> <p>3.2 describe types of systems and methods that can be implemented to check quality standards.</p> <p>3.3 explain how systems for inspecting and controlling the quality of work and recording the outcomes should be set up.</p> <p>3.4 give reasons why systems for inspecting and controlling the quality of work and recording of the outcomes need to be set up.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Regularly check that work conforms to the design requirements and the specified quality standards.</p>	<p>4.1 arrange inspections of ongoing and completed work on given projects. 4.2 record acceptance and rejection criteria for given project activities from inspection activities. 4.3 explain methods that check that work conforms to design requirements and the specified quality standards.</p>			
<p>5 Identify work which fails to meet the requirements and specified quality standards and implement corrective action.</p>	<p>5.1 establish, through investigation and comparison with quality standards, work that is identified as sub-standard. 5.2 plan and arrange appropriate corrective actions. 5.3 describe ways that identifies and records work that fails to meet the requirements and specified quality standards. 5.4 explain how to implement corrective action where work fails to meet the requirements and specified quality standards.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Inform decision-makers about significant variations of quality standards and recommend solutions they need to make and actions they need to take.</p>	<p>6.1 communicate with decision makers about identified significant variations of quality standards on given work activities.</p> <p>6.2 suggest actions and solutions to decision-makers that take into account the following:</p> <ul style="list-style-type: none"> - quality standards - effects of quality on the programme - effects of quality on safety - effects of quality on finished product. <p>6.3 explain methods and techniques that can be used to inform decision-makers about significant variations in quality standards that may affect programme, safety implications and the finish to the product.</p> <p>6.4 explain how solutions, which decision-makers need to make about significant variations in quality standards and advice on the actions they need to take, can be recommended.</p> <p>6.5 explain ways of recommending improvements to decision-makers, and why recommendations should be made.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Identify conflicts between quality standards and refer them to decision-makers for resolution.	<p>7.1 establish conflicts between given quality standards and ongoing work activities.</p> <p>7.2 communicate sufficient information about quality standard conflicts to decision makers.</p> <p>7.3 explain how conflicts between quality standards can be identified.</p> <p>7.4 describe how conflicting quality standards can be referred to decision makers for resolution.</p>			
8 Identify improvements from feedback received and recommend them to decision-makers.	<p>8.1 analyse work activities from received feedback against project requirements and establish where improvements to quality standards can be made.</p> <p>8.2 communicate suggested improvements to quality standards to decision makers.</p> <p>8.3 explain how improvements in quality standards from feedback can be identified.</p> <p>8.4 describe ways that recommended improvements can be made to decision-makers.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Agree amendments to the project quality standards and record them accurately.</p>	<p>9.1 establish and gain approval on changes that can be made to project quality standards with decision makers.</p> <p>9.2 document in sufficient detail and accuracy in the correct format, approved changes made on project quality standards.</p> <p>9.3 explain how agreed amendments to the project quality standards with decision-makers can be made.</p> <p>9.4 explain methods that allows for the recording of amendments to project quality standards.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 7: Controlling project progress against agreed programmes in the workplace

Unit reference number: D/600/7356

QCF level: 6

Credit value: 11

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in controlling project progress against agreed programmes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of controlling project progress against agreed programmes to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Develop and implement systems to monitor and record the progress of the project against the agreed programme(s).</p>	<p>1.1 plan a system that meets organisational requirements that will monitor and record work progress for given projects.</p> <p>1.2 investigate and monitor the progress of given projects against agreed programmes using at least four of the following systems:</p> <ul style="list-style-type: none"> - visual inspection(s) - resource records - site inspection reports - contractor's report - certified payments - site meetings - organisational procedures - management reports - benchmarks - comparison with project requirements. <p>1.3 document findings of monitoring systems on given projects using written, graphical and electronic formats.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.4 explain how systems for monitoring and recording the progress of projects against agreed programmes can be developed.</p> <p>1.5 give reasons why systems that monitor and record project progress against agreed programmes should be developed.</p>			
<p>2 Collect progress information regularly and summarise it for relevant people.</p>	<p>2.1 gather and accumulate information on work progress of given projects on a planned frequent basis.</p> <p>2.2 present a summary of findings on work progress in suitable formats to relevant people.</p> <p>2.3 explain ways that information on work progress can regularly be collected.</p> <p>2.4 explain ways of accurately summarising progress information to relevant people.</p> <p>2.5 outline who would need to be informed about work progress on given projects.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Identify inadequate or inappropriate resources, inform relevant people, and specify and obtain alternative resources.</p>	<p>3.1 examine work activities on given projects in order to identify inadequate or inappropriate resources.</p> <p>3.2 inform relevant people in sufficient detail using appropriate formats where inadequate or inappropriate resources have been identified.</p> <p>3.3 source and obtain alternative resources that meet project requirements.</p> <p>3.4 explain ways that inadequate and inappropriate resources can be identified.</p> <p>3.5 explain different methods that can inform relevant people about inadequate and inappropriate resources.</p> <p>3.6 explain different methods of specifying and obtaining alternative resources.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Identify and quantify any deviations from planned progress which have occurred, or which may occur, that could disrupt the programme.</p>	<p>4.1 inspect work activities against planned progress to identify deviations that have occurred or which may occur.</p> <p>4.2 analyse work activity inspection results and quantify current, or predicted, deviations that could disrupt the agreed programme.</p> <p>4.3 list and describe factors that can create deviations in planned progress on typical projects.</p> <p>4.4 explain how deviations from planned progress, which has occurred and which may occur, can be identified.</p> <p>4.5 explain how deviations from the planned progress, which may disrupt the programme, can be identified.</p> <p>4.6 explain ways that deviations from planned progress can be quantified.</p> <p>4.7 give reasons why deviations from planned progress need to be identified and quantified.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action.</p>	<p>5.1 examine and analyse the circumstances of any identified deviations to planned progress on given projects.</p> <p>5.2 conclude, gain approval and implement corrective actions where deviations to planned progress have been identified.</p> <p>5.3 explain how circumstances of deviations from planned progress can be investigated.</p> <p>5.4 explain ways that corrective action for deviations from planned progress with relevant people can be agreed.</p> <p>5.5 explain how agreed corrective action for deviations from planned progress can be implemented.</p> <p>5.6 give reasons why corrective actions must be agreed.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Recommend options to relevant people that aim to maintain or improve cost and progress.</p>	<p>6.1 identify and analyse project progress against planned progress for given projects.</p> <p>6.2 suggest a range of alternatives that will maintain and improve project progress, to relevant people using appropriate formats.</p> <p>6.3 explains methods that allow recommend options that will help the project progress.</p> <p>6.4 explain why recommendations, that will minimise increases in cost and time and help the project progress, need to be made.</p>			
<p>7 Inform relevant people about changes to the operational programme, and resource needs, and suggest the decisions and actions that need to be taken to maintain progress.</p>	<p>7.1 identify changes that need to be made to the operational programme following investigations of work activities and resource use on given projects.</p> <p>7.2 analyse and determine actions that need to be taken to maintain progress.</p> <p>7.3 provide options to relevant people that allow project progress to be maintained.</p> <p>7.4 explain methods that can regularly inform relevant people about changes to operational programmes and demands on resources.</p> <p>7.5 explains ways and techniques of suggesting decisions and actions that need to be taken to maintain progress.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Identify improvements to progress from feedback received and recommend them to relevant people.</p>	<p>8.1 seek, collect and collate information on work progress on given projects.</p> <p>8.2 analyse collated information to identify improvements that can be made to the work progress on given projects.</p> <p>8.3 provide suggestions to relevant people that allow improvements to work progress.</p> <p>8.4 explain how improvements to progress can be identified from feedback received.</p> <p>8.5 explain ways of recommending improvements in progress to relevant people.</p> <p>8.6 give reasons why recommended improvements in progress need to be made to relevant people.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Managing personal development in a construction-related workplace

Unit reference number: M/600/7359

QCF level: 6

Credit value: 8

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in managing personal development in a construction-related workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of managing personal development in a construction-related workplace to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Define your personal aims and objectives for undertaking development.</p>	<p>1.1 analyse, determine and record personal aims and objectives to meet work requirements.</p> <p>1.2 explain what are aims and objectives for undertaking development and how personal aims can be defined.</p> <p>1.3 give reasons why aims and objectives should be defined.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Contact sources of support and guidance to identify recognised standards for you to manage your personal development.</p>	<p>2.1 communicate with at least three of the following sources of support and guidance and the standards identified:</p> <ul style="list-style-type: none"> - national bodies - industry bodies - professional institutions - further education organisations - training providers - in-house resources - line manager - colleagues - trade periodicals and journals - electronic sources. <p>2.2 explain how to contact sources of support and guidance to identify recognised standards.</p> <p>2.3 give reasons why recognised standards for undertaking personal development should be identified.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Analyse the current level of your knowledge and performance and develop a profile of your development needs.</p>	<p>3.1 examine the current level of their work performance and compare against selected and recognised standards.</p> <p>3.2 determine and profile their present competence and personal development needs.</p> <p>3.3 describe how to analyse current personal levels of knowledge and performance against selected and recognised standards.</p> <p>3.4 explain the factors that determine personal development needs</p> <p>3.5 explain ways that personal development needs can be profiled.</p> <p>3.6 give reasons why a profile of personal development needs should be developed.</p>			
<p>4 Prepare a development plan for achieving identified development needs.</p>	<p>4.1 develop a personal development plan based on identified development needs.</p> <p>4.2 describe ways that personal development plans can be prepared.</p> <p>4.3 explain why a personal development plan should be prepared.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Undertake development activities aimed at achieving identified development needs, reviewing and recording progress and the effectiveness of the activities.</p>	<p>5.1 identify and engage in development activities suitable for meeting personal development needs.</p> <p>5.2 establish and/or use processes that can review development progress.</p> <p>5.3 record the effectiveness of development activities.</p> <p>5.4 explain ways that development activities to achieve personal development needs can be undertaken.</p> <p>5.5 explain the methods that can be used that reviews and records progress and evaluates effectiveness of activities.</p>			
<p>6 Measure achievement of identified development needs and record evidence of knowledge and competence gained against recognised standards.</p>	<p>6.1 evaluate achievements of identified development needs from profiled personal developments.</p> <p>6.2 compare and record achievements of knowledge and competence gained against recognised standards.</p> <p>6.3 explain how achievement of identified personal development needs can be measured.</p> <p>6.4 explain ways that evidence of personal knowledge and competence against identified national standards can be recorded.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Review the cycle of personal development aims and objectives to revise and update aims and objectives to suit changing circumstances.</p>	<p>7.1 conduct regular reviews on personal aims and objectives.</p> <p>7.2 measure and update personal development plans that meet changing work circumstances.</p> <p>7.3 explain how the reviewing of the cycle of updating personal aims and objectives can be undertaken.</p> <p>7.4 explain methods that allows for the revision and updating of personal aims and objectives that suit changing circumstances.</p> <p>7.5 give reasons why personal development plans should be reviewed, revised and updated.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Identifying and enabling learning opportunities for given work teams in the workplace

Unit reference number: H/600/7553

QCF level: 3

Credit value: 7

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in identifying and enabling learning opportunities for given work teams in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of identifying and enabling learning opportunities for given work teams to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Promote the benefits of learning by giving fair, regular and useful feedback on their team's work performance.</p>	<p>1.1 analyse individual and collective work performances of team members on various activities.</p> <p>1.2 regularly provide feedback on individual and collective work performances that is fair and encourages an individual's learning within their team.</p> <p>1.3 provide their team members with collective and individual reasons that promote the benefits of continual learning.</p> <p>1.4 describe the different techniques that can be used to promote benefits of learning to individuals and groups.</p> <p>1.5 explain the procedures and methods that should be used to give fair, regular and useful feedback to teams and individuals.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Work with their team to identify and prioritise learning needs and identify and obtain information on a range of possible learning activities.</p>	<p>2.1 plan and communicate with individual team members to determine their immediate learning requirements for relevant work activities.</p> <p>2.2 obtain learning information for individual team members based on at least two of the following learning activities:</p> <ul style="list-style-type: none"> - formal - informal - coached - mentored - vocationally qualifying - continuous professional development - professional membership. <p>2.3 explain the methods and techniques of working effectively with teams and individuals in order to identify and prioritise learning needs.</p> <p>2.4 outline possible ways of obtaining information from a range of learning activities.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Discuss development needs with team members.</p>	<p>3.1 meet with and identify development needs for team members based on the following areas:</p> <ul style="list-style-type: none"> - current skills and knowledge - learning activities undertaken - learning objectives to be achieved - resource requirements for development - timescales. <p>3.2 explain methods and techniques of discussing and agreeing development needs with team members.</p>			
<p>4 Support team members in undertaking learning activities by making efforts to remove any obstacles to learning.</p>	<p>4.1 provide relevant assistance and support to individuals and the team when learning or updating skills and knowledge.</p> <p>4.2 identify any relevant obstacles to an individual's learning and take actions to remove them.</p> <p>4.3 explain procedures that could be implemented to allow support and assistance for team members who are undertaking learning activities.</p> <p>4.4 describe the types and ways of identifying obstacles to learning for both individuals and teams.</p> <p>4.5 explain how obstacles to learning for individuals and teams can be removed.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Evaluate the learning activity undertaken with team members to ensure the desired outcomes have been achieved.	5.1 appraise learning activities undertaken by individuals and the team on completion of learning programmes. 5.2 map the learning outcomes from completed learning programmes against team individuals' pre-identified learning needs. 5.3 explain how to plan and implement evaluations on learning activities undertaken by team members. 5.4 describe methods that can measure desired outcomes from learning activities, and ways to ensure that they have been achieved.			
6 Update development plans with team members.	6.1 review team members' individual development plans and amend the plans following completed learning activities and/or identified learning needs. 6.2 explain the procedures that are or can be used to update development plans with team members.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10: Contributing to the identification of work teams in the workplace

Unit reference number: K/600/7554

QCF level: 5

Credit value: 8

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in contributing to the identification of work teams in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of contributing to the identification of work teams to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Identify any significant factors which will affect the number, type and availability of people and services.</p>	<p>1.1 examine and analyse project requirements and consider at least three of the following significant factors:</p> <ul style="list-style-type: none"> - location - cost - time - skills, experience and knowledge required and available - training and development requirements - current legislation. <p>1.2 explain methods that can identify significant factors that can affect numbers, types and availability of people or services for typical projects.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Evaluate and record the quality and potential reliability of people or services, and circulate the results to decision-makers.</p>	<p>2.1 undertake a selection, assessment and recording process on at least two of the following people or services to check that their work quality and reliability meets organisational requirements:</p> <ul style="list-style-type: none"> - technical staff - sub-contractors - specialist services - operatives. <p>2.2 inform decision makers of the outcomes of quality and reliability checks made on relevant people or services.</p> <p>2.3 describe methods that can evaluate and record the quality and potential reliability of people or services.</p> <p>2.4 explain typical ways and techniques of circulating results from evaluations of quality and potential reliability to decision-makers.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Negotiate and agree proposals which are likely to produce effective teams.</p>	<p>3.1 consult people or service providers selected as meeting programme requirements, and agree proposals for their effective participation with relevant projects.</p> <p>3.2 confirm team members on relevant projects with selected people or service providers.</p> <p>3.3 explain factors that allow proposals to be made for team membership from selected people or service providers.</p> <p>3.4 explain negotiation methods that can be used to get appropriate people or services for given teams.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Follow rules and formalities for obtaining people and services.</p>	<p>4.1 identify and apply at least two of the following rules and formalities when identifying team members for relevant programmes of work:</p> <ul style="list-style-type: none"> - contractual - current legislation - codes of practice - organisational procedures - certification of competence. <p>4.2 explain how to work within current rules and formalities governing the identification of work teams.</p> <p>4.3 give reasons on why they must work within current rules and formalities when identifying teams.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 11: Establishing, controlling and monitoring environmental factors and sustainability in the workplace

Unit reference number: R/600/7323

QCF level: 6

Credit value: 15

Guided learning hours: 50

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing, controlling and monitoring environmental factors and sustainability in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of establishing, controlling and monitoring environmental factors and sustainability to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Identify the environmental management considerations and establish methods of work that will support sustainability by examining project data.</p>	<p>1.1 examine relevant project data and establish the required considerations for environmental management.</p> <p>1.2 identify methods of work for relevant projects that will support sustainability.</p> <p>1.3 explain how, and what types, of project data should be examined to identify the needs of environmental management.</p> <p>1.4 explain methods and techniques of examining project data in order to identify and establish methods of work that will support sustainability.</p> <p>1.5 give reasons why the needs of environmental management and sustainable work methods need identifying.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Encourage a culture of environmental awareness and support for sustainability in the workforce.</p>	<p>2.1 adopt and implement policies that cover environmental management and sustainability procedures.</p> <p>2.2 apply methods or procedures that encourage workforces to support sustainability and environment matters in the workplace.</p> <p>2.3 explain how a culture of environmental awareness and support for sustainability in the workforce can be encouraged.</p> <p>2.4 give reasons why a culture of environmental awareness and support for sustainability in the workforce should be encouraged.</p>			
<p>3 Delegate duties for environmental management and monitoring sustainable work methods.</p>	<p>3.1 evaluate environmental management requirements of projects and determine numbers and types of people needed.</p> <p>3.2 assign environmental management duties to selected people.</p> <p>3.3 inform the people selected of the monitoring activities to be undertaken in the workplace on sustainable work methods.</p> <p>3.4 explain how and why duties for environmental management and monitoring sustainable work methods should be delegated.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Assess the significance of environmental factors as they affect the project and take appropriate action.</p>	<p>4.1 consider at least four of the following environmental factors when ongoing work activities are being assessed:</p> <ul style="list-style-type: none"> - appearance - ecological - natural conservation - historical conservation - noise - emissions to air, land and water - sustainable, economic and social - traffic management - waste management and recycling. <p>4.2 evaluate the impact of work on the environment and apply corrective measures to eliminate or reduce effects on environmental factors.</p> <p>4.3 explain ways of assessing significance of environmental factors as they affect projects and describe what actions ought to be taken.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Monitor project work against sustainability requirements and take appropriate action to ensure progress.</p>	<p>5.1 assess ongoing project work against at least four of the following sustainability requirements:</p> <ul style="list-style-type: none"> - reuse and recycled waste - recycled or sustainable materials - contact with neighbours - health and safety - protection of the natural environment, biodiversity and heritage - new legislation, technologies and skills - pollution control - material acquisition, use and storage. <p>5.2 define the term sustainability and list the factors that make up sustainability requirements.</p> <p>5.3 evaluate results of project work monitoring and apply corrective measures which maintain sustainability requirements and progress of work.</p> <p>5.4 explain ways and techniques of monitoring project work against sustainability requirements and how to take appropriate action to ensure progress.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Record good practice in environmental management and sustainable methods of work and make recommendations to people responsible.</p>	<p>6.1 document results from workplace sustainability and environmental evaluations.</p> <p>6.2 identify good practice achieved on relevant activities and inform at least three of the following people responsible:</p> <ul style="list-style-type: none"> - the client, customer or their representative - contractors - consultants - sub-contractors - suppliers - workforce - internal management. <p>6.3 describe ways of recording good practice in environmental management and sustainable work methods.</p> <p>6.4 explain methods and techniques of making recommendations of good practice to the people responsible.</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 12: Planning the preparation of the site for the project or operation in the workplace

Unit reference number: M/600/7331

QCF level: 6

Credit value: 11

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in planning the preparation of the site for the project or operation in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of planning the preparation of a site for the project or operation to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Assemble and review information used in the preparation of the project or operation plan, clarify information which is not clear and update it for production planning purposes.</p>	<p>1.1 maintain, verify and update the project or operation plan using at least four of the following sources of information:</p> <ul style="list-style-type: none"> - survey reports - design information - contractual information - statutory consents - contracts pre-planning information - health, safety and environmental plans - risk assessments and method statements - programmes and schedules - about competent people - sub-contractor arrangements and attendance. <p>1.2 describe different ways of assembling information needed for the preparation of the project or operation plan.</p> <p>1.3 explain techniques that can be used to clarify project information that is not clear.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.4 explain the procedures that can be implemented that keep project or operation information up to date.</p> <p>1.5 give reasons why information should be assembled, clarified and kept up to date, and explain the consequence if this is not undertaken.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Identify factors for consideration, record them and pass them on to people who may be affected.</p>	<p>2.1 identify and record preparation information in which at least four of the following factors have been considered:</p> <ul style="list-style-type: none"> - occupiers - near neighbours - public access - site conditions - environment considerations - vehicular access - security and trespass - public utilities - heritage status - sustainability. <p>2.2 distribute relevant preparation information to those needing that information.</p> <p>2.3 explain how relevant factors for consideration should be identified and recorded when planning preparations for sites or operations.</p> <p>2.4 explain different ways of passing on records of factors considered to people who will be affected.</p> <p>2.5 give reasons why considered and recorded factors should be passed onto people affected and explain possible consequences should this not be done.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Identify access and egress points for the site and works which are safe, convenient and minimise disruption.</p>	<p>3.1 plan traffic management systems that include chosen and agreed site and work access and egress points.</p> <p>3.2 explain ways of identifying access and egress points for the site and works which are the most convenient for works or operations traffic and which minimise disruption.</p> <p>3.3 explain the methods of and factors that should be identified when preparing traffic management plans.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Organise the resources required for the preparation of site or work operations.</p>	<p>4.1 assign at least four of the following resources in order to prepare sites or activities:</p> <ul style="list-style-type: none"> - people - plant, equipment or machinery - materials and components - sub-contractors - information - work area and facilities - waste management - utility providers. <p>4.2 explain how resources for sites or activities should be organised.</p> <p>4.3 explain different method that allow for the assigning of resources for site or operational preparations.</p> <p>4.4 explain how resources used in sites or operations preparation can be utilised in project work or activities.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Give accurate details about the proposed work to the utility and emergency services.</p>	<p>5.1 collate and record information that relates to site or operations access, layout, evacuation and hazards.</p> <p>5.2 communicate information about the proposed works access, layout, evacuation and hazards to relevant utility and emergency services.</p> <p>5.3 describe the type or types of works that are carried out by the organisation and, if relevant, within which sectors of industry.</p> <p>5.4 explain how and why details about proposed works should be given to utility and emergency services.</p> <p>5.5 explain methods and techniques of giving details of site access, layout, evacuation and hazards to utility and emergency services.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Make arrangements for adequate site or operational safety, welfare, environmental protection and security.</p>	<p>6.1 identify arrangements needed for site or operational safety and welfare before work starts and review as work progresses.</p> <p>6.2 identify procedures needed to protect the environment relative to the site or operations.</p> <p>6.3 arrange procedures for site or operational security.</p> <p>6.4 explain how adequate site safety for proposed works or activities should be ensured when planning preparations for sites or operations.</p> <p>6.5 explain how and why considerations of relevant factors should be made when arranging site safety, welfare, environmental protection and security.</p> <p>6.6 describe various procedures that can ensure adequate security of sites or operations.</p> <p>6.7 explain ways that arrangements for health, safety and welfare can be reviewed as work progresses.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Plan the site or area layout for operational purposes and pass information about the plans to the people on the site.</p>	<p>7.1 identify and arrange the layout of sites or areas for work operations to take place.</p> <p>7.2 identify and arrange required resources and delivery of materials, storage areas for materials and waste collection locations for projects or operations.</p> <p>7.3 identify and arrange recycling procedures for sites or operations.</p> <p>7.4 record and arrange that information about site or operation layouts is communicated to relevant people.</p> <p>7.5 explain how and why the site or area layout should be planned for operational purposes.</p> <p>7.6 describe the factors that should be taken into account when planning the layout of sites or areas for operations.</p> <p>7.7 explain methods and techniques of communicating information about site or area layout plans.</p> <p>7.8 explain how the planning of storage and use of materials and components is carried out so that material handling is efficient and wastage is minimised.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Ensure notices to people, which provide information that complies with current legislation, are placed and maintained.</p>	<p>8.1 identify the types and number of notices required for the site or operation and ensure that they meet current legislation.</p> <p>8.2 arrange for the positioning of relevant notices at specified locations.</p> <p>8.3 produce a maintenance schedule for relevant notices.</p> <p>8.4 explain ways and methods of placing and maintaining information notices for people, the public, visitors and workforce.</p> <p>8.5 give reasons for maintaining notices for people, the public, visitors and the workforce and explain the possible consequences should this not happen.</p> <p>8.6 explain how maintenance schedules for information notices can be prepared and implemented.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 13: Ensuring that work activities and resources meet project work requirements in the workplace

Unit reference number: Y/600/7338

QCF level: 6

Credit value: 11

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in ensuring that work activities and resources meet project work requirements in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of ensuring that work activities and resources meet project work requirements to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify major activities, determine the resources needed from the information available and prepare draft work programmes and schedules.	<p>1.1 determine and investigate major site activities on various projects.</p> <p>1.2 identify the required resources for major site activities from available project information.</p> <p>1.3 plan initial work programmes and schedules for various projects ensuring that activities and resources meet project requirements.</p> <p>1.4 explain ways that allow major work activities to be identified.</p> <p>1.5 explain how needed resources can be determined from the information available.</p> <p>1.6 explain how draft programmes and schedules can be prepared and why they need to be prepared.</p>			
2 Evaluate alternative methods, resources and systems in order to select the best solution to meet project requirements.	<p>2.1 examine current production methods, resources and systems.</p> <p>2.2 evaluate findings of production methods, resources and system examinations to identify alternative methods, resources and systems.</p> <p>2.3 explain ways that can evaluate alternative work methods, resources and systems.</p> <p>2.4 describe how the best solutions to meet project requirements can be selected.</p> <p>2.5 describe the factors that determine project requirements.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Obtain clarification and advice where the resources needed are not available.</p>	<p>3.1 consult with at least two of the following to gain advice on lack of suitable resources:</p> <ul style="list-style-type: none"> - the client, customer or their representative - consultants - project team partners - workforce - technical and trade literature. <p>3.2 explain how clarification and advice can be obtained when the resources needed are not available, and who with.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Analyse the activities against project requirements and the requirements of external factors.</p>	<p>4.1 examine work activities against project requirements for various projects.</p> <p>4.2 identify the effects of at least four of the following external factors on project requirements:</p> <ul style="list-style-type: none"> - other related programmes - supply lead times - contingencies - special working conditions - weather conditions - statutory limitations - site conditions - environmental considerations - customers. <p>4.3 explain how work activities can be analysed against project requirements.</p> <p>4.4 describe ways that external factors can be identified and considered.</p> <p>4.5 explain how work activities can be analysed against external factors.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Determine 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.</p>	<p>5.1 identify the duration of project activities.</p> <p>5.2 investigate and identify work activities that influence each other.</p> <p>5.3 schedule the sequence of work activities in order to use resources effectively.</p> <p>5.4 describe how durations of programmes and schedules can be calculated.</p> <p>5.5 explain how to identify work activities that can influence each other.</p> <p>5.6 explain methods that can make best use of resources when sequencing activities logically and realistically.</p>			
<p>6 Ensure the production of detailed programmes and schedules of planned activities which are consistent with the complexity of the project.</p>	<p>6.1 specify work programmes and schedules that consist of at least two of the following:</p> <ul style="list-style-type: none"> - bar charts - network analysis - critical activities - action lists - resource schedules. <p>6.2 explain how the production of detailed programmes and schedules are ensured.</p> <p>6.3 explain methods that ensure programmes and schedules of planned activities are consistent with the complexity of the project.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Develop a system to monitor the works programmes and schedules, implement it and use the results to improve production and planning.</p>	<p>7.1 plan and implement systems that can monitor works programmes and schedules.</p> <p>7.2 monitor works programmes and schedules using a developed monitoring system.</p> <p>7.3 analyse results of monitoring systems and make recommendations to improve production and planning.</p> <p>7.4 explain how systems can be developed that monitor works programmes and schedules.</p> <p>7.5 explain how systems for monitoring works programmes and schedules can be developed.</p> <p>7.6 explain ways that systems for monitoring works programmes and schedules can be implemented.</p> <p>7.7 explain how the using of monitoring results of work programmes and schedules can improve production and planning.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Identify alterations to the works programmes and schedules to ensure they will meet changed circumstances.	<p>8.1 examine work activities and compare to works programmes and schedules.</p> <p>8.2 identify alterations to work programmes caused by circumstances, and calculate cost and time benefits for required changes.</p> <p>8.3 seek and obtain decision-maker's endorsement of changes to the works programmes and schedules.</p> <p>8.4 explain how alterations to works programmes and schedules can be identified.</p> <p>8.5 describe ways of ensuring that alterations to work programmes and schedules meet changed circumstances.</p>			

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(if sampled)

Unit 14: Identifying, allocating and planning the deployment and use of plant, equipment or machinery in the workplace

Unit reference number: Y/600/7341

QCF level: 5

Credit value: 9

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in identifying, allocating and planning the deployment and use of plant, equipment or machinery in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of identifying, allocating and planning the deployment and use of plant, equipment or machinery to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Ensure that the specification of the selected plant, equipment or machinery meets the needs of the project before deployment.	<p>1.1 review the specifications for plant, equipment or machinery and evaluate against project or operational requirements.</p> <p>1.2 describe ways of ensuring that the specifications for plant, equipment or machinery meet the needs of the project or operation before deployment.</p> <p>1.3 explain why it is important that the plant specification meets the needs of the project or operation.</p>			
2 Ensure that the plant, equipment or machinery to be deployed complies with current legislation and will be set up, operated and maintained by competent people.	<p>2.1 devise and implement a system to ensure pre-use checks, inspections, thorough examinations and tests have been conducted on plant, equipment or machinery.</p> <p>2.2 explain how to ensure that plant, equipment or machinery complies with current legislation and why.</p> <p>2.3 carry out checks on the competence of people who will set up, operate and maintain plant, equipment or machinery.</p> <p>2.4 explain the methods of checking competence of those setting up, operating and maintaining plant, equipment or machinery.</p> <p>2.5 give reasons as to why competences of those setting up, operating and maintaining plant, equipment or machinery should be checked.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Implement a system to update the deployment and allocation of plant, equipment or machinery, and operators, as the project progresses or changes occur.</p>	<p>3.1 devise and action a system that tracks the deployment, allocation and use of plant, equipment or machinery.</p> <p>3.2 explain the various methods of implementing an effective system that can update the deployment and allocation of plant, equipment or machinery as projects or operations progress or changes occur.</p> <p>3.3 explain why a system for updating the deployment and allocation of plant, equipment or machinery is needed.</p> <p>3.4 make recommendations on the use of alternative types of plant, equipment or machinery to decision makers.</p> <p>3.5 describe ways of recommending alternatives to decision makers.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment.</p>	<p>4.1 evaluate risks arising from hazards and apply measures in order to protect the workforce, general public, visitors and the environment relating to three of the following:</p> <ul style="list-style-type: none"> - methods of work - risk assessment - safe use and storage of tools - safe use and storage of materials - traffic management - emergency plans. <p>4.2 explain the various methods of identifying hazards and assessing risks arising from the use of plant, equipment or machinery.</p> <p>4.3 describe ways to implement measures to protect people and the environment.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Ensure that plant, equipment or machinery operations are planned, appropriately and supervised and conducted in accordance with current legislation.</p>	<p>5.1 write or approve method statements for plant, equipment or machinery operations and pass the information on to the people concerned.</p> <p>5.2 describe various methods of writing or approving method statements for the use of plant, equipment or machinery.</p> <p>5.3 explain the techniques that can be used to pass on information effectively.</p> <p>5.4 explain how to ensure that plant, equipment or machinery operations are supervised and conducted in accordance with current legislation.</p> <p>5.5 establish the roles and responsibilities allocated to plant, equipment or machinery supervisors, operators and users.</p> <p>5.6 explain how to maintain effective records for the competence of supervisors, operators and users.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Ensure the appropriate storage, servicing and maintenance of plant, equipment or machinery to meet operational and statutory requirements.</p>	<p>6.1 arrange the storage, servicing and maintenance of plant, equipment or machinery.</p> <p>6.2 carry out checks to ensure serviceability and maintenance of plant, equipment or machinery as appropriate to at least three of the following operational or statutory requirements:</p> <ul style="list-style-type: none"> - health, safety and welfare of the workforce and others - operational efficiency - security of resources - obligations to third parties - regulatory authorities - contractual commitments. <p>6.3 explains ways of ensuring, and why is important that, plant, equipment or machinery is stored, serviced and maintained in accordance with operational and statutory requirements.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Identify learning needs for supervisors, operators and users of plant, equipment or machinery that will or could support the project or future projects or operations.</p>	<p>7.1 establish the learning needs of plant supervisors, operators and users and review the information obtained for at least two of the learning activities:</p> <ul style="list-style-type: none"> - formal - informal - coached - mentored - vocationally qualifying. <p>7.2 explain the various methods of identifying learning needs of plant supervisors, operators and users and how to compare with the needs of future projects or operations.</p> <p>7.3 describe ways of obtaining information on ranges of learning activities.</p> <p>7.4 explain how the learning development for plant supervisors, operators and users can be arranged.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Encourage those involved or affected by plant, equipment or machinery operations to suggest improvements in safe operations.</p>	<p>8.1 provide opportunities to at least four of the following in order to suggest improvements in safe operations:</p> <ul style="list-style-type: none"> - supervisors - operators - users - other members of the workforce - members of the public - occupiers - neighbours - visitors - organisational representatives - hire firm(s), companies or agents. <p>8.2 explain how to encourage those involved or affected by plant, equipment or machinery operations to suggest safe improvements.</p> <p>8.3 explain why encouragement is needed in suggesting improvements to plant, equipment or machinery operations.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>9 Ensure that plant, equipment or machinery which is no longer needed is returned or removed.</p>	<p>9.1 make arrangements to allow plant, equipment or machinery to be, or specified to be, removed or returned.</p> <p>9.2 describe the various methods of ensuring that plant, equipment or machinery not needed is returned or removed.</p> <p>9.3 give reasons why plant, equipment or machinery should be returned or removed when not required.</p>			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Organising, controlling and monitoring supplies of materials in the workplace

Unit reference number: H/600/7343

QCF level: 5

Credit value: 8

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in organising, controlling and monitoring supplies of materials in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of organising, controlling and monitoring supplies of materials to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Analyse operational plans and quantities to assess what supplies of materials will be required and calculate and develop a delivery schedule.</p>	<p>1.1 examine operational plans and quantities for various projects.</p> <p>1.2 calculate delivery and lead times.</p> <p>1.3 schedule deliveries and traffic management.</p> <p>1.4 explain how operational plans and quantities can be analysed to assess what materials will be required.</p> <p>1.5 explain methods that can calculate delivery and lead times for supplies of materials and why they should be calculated.</p> <p>1.6 give reasons why it is necessary to analyse operational plans and quantities to assess what materials will be required.</p> <p>1.7 explains ways that delivery schedules can be developed.</p> <p>1.8 give reasons why delivery schedules and traffic management are required.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Identify opportunities to standardise supplies of materials.</p>	<p>2.1 seek ways of standardising supplies that can improve at least one of the following:</p> <ul style="list-style-type: none"> - economy of usage - cost - environmental impact - sustainability. <p>2.2 explain ways that opportunities for standardising supplies of materials can be identified.</p> <p>2.3 explain how standardisation of materials can assist projects.</p> <p>2.4 give reasons why opportunities for material standardisation should be considered.</p>			
<p>3 Check with the delivery schedule and users to confirm what supplies of materials are needed and ensure appropriate orders are prepared.</p>	<p>3.1 identify and confirm supplies of required materials against delivery schedules.</p> <p>3.2 carry out checks that ensure appropriate orders are prepared.</p> <p>3.3 explain methods of checking delivery schedules and with users so that material needs are identified.</p> <p>3.4 describe ways that can ensure appropriate orders are prepared.</p> <p>3.5 give reasons why checks must be made to ensure appropriate orders are prepared.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Conduct negotiations and meetings with suppliers and users so that goodwill and trust is maintained and agreed supply requirements are ensured.</p>	<p>4.1 communicate and/or meet with both suppliers and users to identify and confirm supply requirements.</p> <p>4.2 agree and monitor supply requirements for various projects with various suppliers.</p> <p>4.3 explain methods and techniques of conducting negotiations and meetings with suppliers and users to ensure supply requirements are agreed.</p> <p>4.4 list and describe the factors and issues that determine and affect supply requirements.</p> <p>4.5 explain how goodwill and trust can be maintained with suppliers and users.</p> <p>4.6 explain how formal and informal meetings with suppliers and users can be conducted.</p>			
<p>5 Implement systems to monitor the delivery schedule and the performance of suppliers, which will identify supply improvements.</p>	<p>5.1 establish monitoring systems for supply delivery schedules.</p> <p>5.2 establish monitoring systems that check the performance of suppliers.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.3 establish at least three of the following factors used in materials control:</p> <ul style="list-style-type: none"> - quality - quantity - payment to suppliers - approval by client, customer or their representative - programming - cost. <p>5.4 identify improvements that can be made to material supply using information from monitoring systems.</p> <p>5.5 explain how systems, that cover all necessary factors to monitor the delivery schedules, can be implemented.</p> <p>5.6 explain how systems that can monitor the performance of suppliers against the agreed supply requirements can be implemented.</p> <p>5.7 describe how identified improvements to delivery schedules can be recorded.</p> <p>5.8 give reasons why the delivery schedule and performance of suppliers should be monitored.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Identify problems with supply, record them and take action to resolve them.</p>	<p>6.1 analyse supply monitoring systems and delivery schedules and note identified supply problems. 6.2 implement appropriate methods to resolve identified supply problems. 6.3 explain methods that can identify problems with supply and supply requirements, how they can be recorded and what actions can be taken to resolve them. 6.4 explain how the delivery schedule can be modified to minimise disruption to the programme.</p>			
<p>7 Identify changes likely to result in over or under supply and modify the delivery schedule to minimise disruption to the programme.</p>	<p>7.1 regularly examine material supply performance against ongoing project requirements. 7.2 amend delivery schedules when material supplies are not meeting programme requirements or where excess materials are being supplied. 7.3 explain ways that can identify changes likely to result in over or under supply. 7.4 explain how to modify delivery schedules that minimises disruption to the programme.</p>			

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Unit 16: Establishing and monitoring communication systems and organisational procedures in the workplace

Unit reference number: J/600/7349

QCF level: 6

Credit value: 11

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing and monitoring communication systems and organisational procedures in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of establishing and monitoring communication systems and organisational procedures to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Identify organisational and communication needs for the project.</p>	<p>1.1 examine and establish project communication requirements for projects that meets organisational needs.</p> <p>1.2 consider at least four of the following organisational and communication systems when identifying communication needs:</p> <ul style="list-style-type: none"> - roles and responsibilities - site or head office interface - project administration - health, safety, welfare and environmental needs - project team interfaces - integration of data - sharing of project data - team working - the client, customer or their representative. <p>1.3 explain how suitable organisational and communication systems can be identified for projects.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Establish systems and procedures which are compatible with those used by the client, customer or their representative and the supply chain.</p>	<p>2.1 identify and implement communication systems and procedures that are compatible with clients, customers or their representatives, and supply chain systems.</p> <p>2.2 manage, administer and control operational communication systems and procedures.</p> <p>2.3 explain ways that systems, compatible with those used by clients, customers or their representatives and supply chains, can be established and introduced.</p> <p>2.4 explains methods of establishing communication and organisational systems that will enable clear effective management, administrative and operational controls.</p> <p>2.5 give reasons why communication and organisational systems, that will be compatible and provide control, are needed.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Produce project information and circulate it to people and organisations that have an interest.</p>	<p>3.1 identify information needed for the project.</p> <p>3.2 produce project information in relevant formats that will support the project.</p> <p>3.3 distribute relevant project information on least one of the following to people that have an interest:</p> <ul style="list-style-type: none"> - information on people's roles - details on people's responsibilities - details of the organisational structure. <p>3.4 describe ways that accurate and unambiguous information about people's roles and responsibilities, the project and the organisational structure can be produced.</p> <p>3.5 explain methods that allow for the circulation of information about people's roles and responsibilities, and the project and organisational structure, to people and organisations that have an interest.</p> <p>3.6 give reasons why information on people's roles and responsibilities is important to people and organisations that have an interest.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Establish methods of communicating information between people and organisations that have an interest.</p>	<p>4.1 identify people and organisations that have interest or need relevant project information.</p> <p>4.2 put in place at least three of the following methods of communication for reporting, recording and retrieving relevant project information for relevant people and/or organisations:</p> <ul style="list-style-type: none"> - oral - written - graphic - electronic. <p>4.3 list and describe who would likely to be included when establishing communication methods for projects</p> <p>4.4 explain ways that methods of communicating, reporting, recording and retrieving information, between people and organisations that have an interest and appropriate to the needs of the project, can be established.</p> <p>4.5 explain why methods of communicating, reporting, recording and retrieving information between interested people and organisations should be established.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Monitor the communication and organisational methods for effectiveness, identify and investigate breakdowns and take action to restore effective communication and organisation.</p>	<p>5.1 implement systems to monitor the effectiveness of communication and organisational methods.</p> <p>5.2 establish causes of any communication and organisational method breakdowns.</p> <p>5.3 restore effective communication and organisational methods by implementing appropriate corrective actions.</p> <p>5.4 explain methods that can monitor the communicating, reporting, recording and retrieving of information.</p> <p>5.5 explain how breakdowns in communication and organisational systems can be identified.</p> <p>5.6 describe how breakdowns in communication and organisational systems can be investigated and explain why they should be investigated.</p> <p>5.7 explain actions that can be taken to restore effective communication and organisational systems.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Use information received to make improvements to the organisation of the project and communication systems.	<p>6.1 gather relevant information about project organisation and communication systems.</p> <p>6.2 establish where communication systems and project organisation can be improved.</p> <p>6.3 implement processes that can improve communication systems and project organisation.</p> <p>6.4 explain how possible improvements to methods of communicating and organisational systems can be identified.</p> <p>6.5 give reasons why established systems should be improved.</p>			
7 Prepare for and manage meetings to meet objectives.	<p>7.1 prepare agendas, arrange venues, contact attendees in good time and agree objectives to be achieved during the meeting.</p> <p>7.2 meet with stakeholders and colleagues, and facilitate constructive contributions and balanced and informed discussions on agenda items from attendees during the meeting.</p> <p>7.3 run meetings with stakeholders and colleagues on time, ensure and agree that objectives have been achieved, and agree actions and responsibilities to be taken following the meeting.</p> <p>7.4 explain how meetings should be managed that ensures objectives are met.</p> <p>7.5 describe the different types of meetings that can be undertaken with stakeholders and colleagues.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Complete actions following the meeting to meet objectives.	8.1 draft and circulate minutes of the meeting, and distribute necessary information to relevant people. 8.2 monitor the completion of the agreed post-meeting actions. 8.3 explain methods that ensure actions are completed following meetings and the objectives are met. 8.4 describe ways evaluating the effectiveness of meetings.			

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Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Obtain relevant survey information, check that it is up to date and accurate, and resolve any problems.</p>	<p>1.1 collect, collate and analyse latest survey information for given projects.</p> <p>1.2 identify and resolve at least two of the following problems when analysing survey information:</p> <ul style="list-style-type: none"> - unclear information - missing information - inconsistencies between documents - errors. <p>1.3 explain ways that relevant survey information can be obtained.</p> <p>1.4 explain how survey information can be checked to ensure it is up to date and accurate.</p> <p>1.5 explain how problems with survey information can be resolved and why problems need to be resolved.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Correlate and interpret information on project work which is relevant to dimensional control.</p>	<p>2.1 interpret appropriate dimensional control information and calculations for given projects.</p> <p>2.2 correlate dimensional control information and calculations against relevant project work.</p> <p>2.3 describe factors which determine dimensional control information.</p> <p>2.4 explain how information on project work can be correlated with dimensional control information.</p> <p>2.5 explain methods that can interpret information on project work which is relevant to dimensional control information.</p> <p>2.6 give reasons why information on project work, which is relevant to dimensional control information, needs to be correlated and interpreted.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Ensure that variations are identified between the specified and the actual site dimensions, record them accurately and circulate them to decision-makers.</p>	<p>3.1 establish variations between actual and specified site dimensions on given projects.</p> <p>3.2 document identified variations of actual and specified site dimensions following organisational procedures.</p> <p>3.3 distribute identified variations of actual and specified site dimensions to relevant decision makers.</p> <p>3.4 describe possible causes of variations between specified and actual site dimensions.</p> <p>3.5 explain how variations between the specified and the actual site dimensions can be identified.</p> <p>3.6 explain ways of recording variations between the specified and the actual site dimensions.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Ensure that reference points are suitably placed, accurate, clearly identified and protected from movement or removal.</p>	<p>4.1 place reference points on given projects according to project and organisational requirements, and ensure dimensional accuracy against set reference points.</p> <p>4.2 ensure that placed reference points are identifiable as to purpose, and implement protection systems that eliminate movement, damage and/or removal.</p> <p>4.3 list and describe typical types of set reference points.</p> <p>4.4 explain how to accurately set and clearly identify reference points from set reference points.</p> <p>4.5 explain methods that can protect reference points from movement and removal.</p>			
<p>5 Ensure a dimensional control monitoring system, which will make sure the specified accuracy criteria will be met, is established.</p>	<p>5.1 implement a relevant monitoring system that ensures dimensional control accuracy for given projects.</p> <p>5.2 describe the elements of monitoring systems</p> <p>5.3 explain how monitoring systems can be developed.</p> <p>5.4 give reasons why monitoring systems should be developed.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Ensure that measuring and recording equipment is maintained to meet the specified accuracy criteria.</p>	<p>6.1 establish the checks that are required to maintain and use measuring and recording equipment.</p> <p>6.2 ensure that maintenance and user checks are carried out on relevant measuring and recording equipment in accordance with relevant requirements.</p> <p>6.3 explain how typical measuring and recording equipment used to establish dimensional control is used and maintained.</p> <p>6.4 give reasons why specific measuring and recording equipment should be selected for given projects.</p>			
<p>7 Record any dimensional control information which may be of later use, and store it securely.</p>	<p>7.1 identify and note the following when establishing and checking dimensional control information:</p> <ul style="list-style-type: none"> - dimensions - locations - levels - deviations. <p>7.2 appropriately identify and securely store dimensional control information following organisational procedures where information can be retrieved for future use.</p> <p>7.3 explain the methods and procedures that can be used to record and store dimensional control information which may be of later use.</p>			

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Unit 18: Controlling project quantities and costs in the workplace

Unit reference number: H/600/7357

QCF level: 6

Credit value: 12

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in controlling project quantities and costs in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Implement appropriate quantities and cost control systems which are able to provide early warning of problems.</p>	<p>1.1 plan and implement at least one of the following appropriate quantities and cost control systems on given projects:</p> <ul style="list-style-type: none"> - contractual procedures and meetings - operational procedures and meetings - electronic records. <p>1.2 list and describe the factors that determine quantities and cost data.</p> <p>1.3 explain how appropriate project quantities and cost control systems, which will provide early warnings of problems, can be implemented.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Ensure that quantity and cost data is regularly collected, record it and pass it on to the appropriate people responsible in time for them to be able to use it.</p>	<p>2.1 gather and collate information relating to quantities and costs on at least four of the following resources on a frequent basis:</p> <ul style="list-style-type: none"> - people - plant, equipment or machinery - materials and components - sub-contractors - information - work area and facilities - waste management - utility providers - records of valuations of work completed. <p>2.2 document the findings of quantities and costs using appropriate formats and pass appropriate responsible people following organisational timescales.</p> <p>2.3 explain methods that allow for quantities and cost data to be collected and recorded for the project and the resources used.</p> <p>2.4 explain how to ensure that data is passed on to the people responsible in time for them to use it.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Ensure that work values, quantities and cost data are prepared.	3.1 implement and monitor systems that ensure that cost calculations for given projects are undertaken. 3.2 implement and monitor systems that ensure that work values and quantities for given projects are undertaken. 3.3 explain how to ensure that correct work values, quantities and cost data are prepared.			
4 Ensure that accurate quantities and cost data are prepared and presented in a format which will help the people responsible to make decisions.	4.1 determine, prepare and document the results of quantity and cost information for given projects 4.2 present analysed results on quantities and cost data to people responsible using relevant formats. 4.3 explain methods that can ensure that accurate quantities and cost data is presented in a format which will help people responsible to make decisions.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Ensure that variations and trends in quantities and cost data are identified, quantified and costed.</p>	<p>5.1 plant and implement monitoring systems that will identify variations and trends in costs and quantities for given projects.</p> <p>5.2 quantify and identify costs created by identified variations or trends in cost data and quantities.</p> <p>5.3 explain how to ensure that variations and trends in quantities and cost data are identified, quantified and costed.</p> <p>5.4 give reasons why trends in cost and quantities and cost data need to be quantified.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Ensure that any variations are investigated and agree and implement appropriate corrective action with people responsible.</p>	<p>6.1 carry out investigations on identified variations in project quantities and costs and discuss with people responsible.</p> <p>6.2 seek and gain approval in order to implement at least one of the following corrective actions:</p> <ul style="list-style-type: none"> - restore progress in accordance with agreed programme - agree new completion dates - initiate contract claim - secure additional resources - alter planned work. <p>6.3 explain how to ensure that variations in cost data are investigated and explain why variations in cost data need to be investigated.</p> <p>6.4 explain methods and techniques of agreeing and implementing appropriate corrective actions with people responsible which will restore costs and expenditure to budget.</p> <p>6.5 give reasons why appropriate corrective action with the people responsible, in order to restore costs and expenditure to budget, needs to be agreed and implemented.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Identify opportunities for cost savings and recommend them to people responsible.</p>	<p>7.1 implement systems and processes that can identify opportunities for cost savings on given projects on at least two of the following:</p> <ul style="list-style-type: none"> - waste reduction - resource management and logistics - applications of new technologies and materials - energy and utility management - recyclable and recoverable materials - alternative sources and types of materials - variations in quality - standardisation - revenue generation. <p>7.2 suggest opportunities for cost savings using suitable formats to people responsible.</p> <p>7.3 explain how opportunities for cost savings can be identified.</p> <p>7.4 explain how systems and processes which will assist in the identification of opportunities for cost savings, can be developed and recommended to the people responsible.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 give reasons why systems and processes, which identify opportunities for cost savings, need to be developed and recommended to people responsible.			
	7.6 describe methods that can recommend opportunities for cost savings to people responsible.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 19: Evaluating feedback information and recommending improvements in the workplace

Unit reference number: K/600/7358

QCF level: 6

Credit value: 7

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in evaluating feedback information and recommending improvements in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of evaluating feedback information and recommending improvements to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Promote the value of making improvements from feedback and encourage the collection of feedback.</p>	<p>1.1 devise processes that will promote, to others, the value of making and collecting feedback that can allow improvements to work progress.</p> <p>1.2 encourage the collection of work improvement feedback from others from at least six of the following information sources:</p> <ul style="list-style-type: none"> - approved suppliers - approved sub-contractors - contract documentation - project documentation - organisational documentation - standard details - specifications - product information - government and statutory publications - research and advisory data - periodicals and abstracts. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.3 explain ways of promoting the value of making improvements from feedback received from information sources.</p> <p>1.4 explain methods that can encourage the collection of feedback from information sources.</p> <p>1.5 give reasons why the collection of feedback from information sources should be encouraged.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Ensure feedback information from relevant methods or sources is obtained, investigated and assessed.</p>	<p>2.1 collect feedback information from at least three of the following methods or sources:</p> <ul style="list-style-type: none"> - project records and documentation - site inspections - scientific research and data - studies of performance in use - meetings - questionnaires - reports. <p>2.2 collate and evaluate feedback information using organisational or other methods to identify improvements to work progress.</p> <p>2.3 explain ways that ensure that feedback from information sources is obtained using various methods and other sources.</p> <p>2.4 explain methods that allow for the investigation and assessing of feedback from information sources using various methods and other sources.</p> <p>2.5 give reasons why feedback from information sources needs to be investigated and assessed.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Recommend improvements from feedback received and justify the recommendations to relevant people.</p>	<p>3.1 suggest improvements that can be made to work progress using evaluated feedback to relevant people.</p> <p>3.2 justify to relevant people, for each suggested improvement, by providing reasons why improvements can be made.</p> <p>3.3 explain ways that recommendations for improvements can be made from feedback received.</p> <p>3.4 explain how recommendations for improvements from feedback can be justified to decision-makers.</p> <p>3.5 give reasons why recommendations for improvements from feedback should be made and justified to decision-makers.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Summarise changes and improvements from feedback which have been agreed and promote them for adoption and use.</p>	<p>4.1 summarise, using suitable formats, changes to work programmes which have resulted from sought feedback.</p> <p>4.2 promote the adoption and use of improvements identified from feedback to those involved in maintaining progress of the work.</p> <p>4.3 explain methods that can allow the summary of changes and improvements made from feedback received.</p> <p>4.4 describe how the adoption of changes and improvements from feedback can be promoted.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 20: Planning highways maintenance or repair activities in the workplace

Unit reference number: M/600/7555

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in planning highways maintenance or repair activities in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of planning highways maintenance or repair activities to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Confirm the work requirements of planning highway maintenance or repair activities.</p>	<p>1.1 identify and establish at least two of the following maintenance activities and at least five of the following repair activities on at least one of the following highways:</p> <p>Maintenance:</p> <ul style="list-style-type: none"> - scheduled and preventative - unscheduled and corrective - emergency. <p>Repair:</p> <ul style="list-style-type: none"> - structure - surface - materials - markings - fittings - power and light - drainage - telecommunications - special services and equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - landscaping - traffic controls - fencing. <p>Highways:</p> <ul style="list-style-type: none"> - dual carriageway - single carriageway - carriageway with footway - motorway - cycle way - carriageway with hard shoulder. 			
1.2	explain how work requirements for highways and its maintenance or repair can be confirmed.			
1.3	explain who needs to be consulted when confirming work requirements for highways maintenance or repair.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Identify and review influencing factors and guidance material about the work environment.</p>	<p>2.1 consider at least three of the following influencing factors when planning highway maintenance or repair activities:</p> <ul style="list-style-type: none"> - organisational requirements - contractual requirements - statutory requirements - resource allocation - working requirements - environmental considerations - weather conditions. <p>2.2 examine at least two of the following guidance materials when planning highway maintenance or repair activities:</p> <ul style="list-style-type: none"> - owner's manuals - log books - maintenance schedules and manuals - practice guides and specifications - current legislation and official guidance. <p>2.3 explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning highway maintenance or repair activities.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Prioritise maintenance activities by assessing and accounting for all the influencing factors.</p>	<p>3.1 prioritise maintenance or repair activities whilst considering influencing factors.</p> <p>3.2 describe the types of maintenance activity that are applied to highways.</p> <p>3.3 explain methods that can assess and account for influencing factors when planning maintenance and repair activities.</p> <p>3.4 explain the factors that need to be taken into account when prioritising maintenance activities.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.</p>	<p>4.1 review and update pre-determined maintenance or repair priorities by taking into account of at least four of the following changing circumstances:</p> <ul style="list-style-type: none"> - susceptibility to damage - safety requirements - need to inhibit and respond to deterioration - compromised operational effectiveness - weather conditions - use or change of use - current legislation - resources - security threats. <p>4.2 explain methods that allow priorities to be amended when influencing factors have been taken into account.</p> <p>4.3 explain how changing circumstances can be accounted for when planning maintenance and repair activities.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Prepare plans or schedules of maintenance activities and negotiate and agree them with decision makers.</p>	<p>5.1 identify, analyse and produce plans or schedules for at least three of the following maintenance or repair activities:</p> <ul style="list-style-type: none"> - regular programmes - tendered works - responsive works - cost estimated works - winter maintenance - traffic maintenance (signing, lighting and guarding). <p>5.2 explain how plans and schedules can be prepared for maintenance activities.</p> <p>5.3 explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 21: Providing and monitoring construction-related customer service in the workplace

Unit reference number: F/600/7558

QCF level: 5

Credit value: 8

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in providing and monitoring construction-related customer service in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of providing and monitoring construction-related customer service to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Identify and use current legislation and official guidance to implement systems or procedures that will deliver and improve customer service.</p>	<p>1.1 apply at least four of the following to customer service systems or procedures:</p> <ul style="list-style-type: none"> - current legislation - official guidance - organisational procedures - specifications - drawing - instructions and variations - feedback processes. <p>1.2 seek ways of improving customer service whilst implementing customer service systems and procedures.</p> <p>1.3 describe ways that current legislation and official guidance relevant to customer service can be identified.</p> <p>1.4 explain how identified information can be used for implementing customer service systems or procedures.</p> <p>1.5 explain methods that can effectively deliver and improve customer service.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Prepare to deal with customers in order to give consistent and reliable service.</p>	<p>2.1 examine current customer procedures and systems to identify if they provide consistent customer service.</p> <p>2.2 implement and use systems or procedures that will provide reliable and consistent service that promotes customers' confidence.</p> <p>2.3 explain methods that can provide consistent levels of customer service.</p> <p>2.4 explain how systems or procedures can be used effectively to provide a reliable level of customer service.</p>			
<p>3 Work with others to resolve customer problems, communicate with customers and check that they are satisfied with the actions taken.</p>	<p>3.1 identify and find solutions to construction-based customer problems.</p> <p>3.2 communicate with customers whilst resolving problems using at least two of the following mediums:</p> <ul style="list-style-type: none"> - electronic - verbal - written - via a second person - feedback documents - group meetings. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.3 undertake at least two of the following actions that will ensure that customers are satisfied that problems are or will be solved:</p> <ul style="list-style-type: none"> - corrective - referral - investigative - reactive - proactive. <p>3.4 explain how best to work with others which can resolve customer service problems.</p> <p>3.5 describe different methods and techniques of communicating and dealing with customers.</p> <p>3.6 explain what checks can be undertaken to ensure that customers are satisfied with actions taken.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Solve problems within existing systems or procedures that may affect customer before the customer becomes aware of them.</p>	<p>4.1 investigate and/or collate information on current customer procedures and systems to identify potential or repeat customer service problems.</p> <p>4.2 apply rectification measures to procedures and systems to eliminate or reduce identified potential customer problems.</p> <p>4.3 describe ways that problems can be identified within existing systems or procedures that may affect customers.</p> <p>4.4 explain how and why problems in systems or procedures should be solved before customers become aware of them.</p>			
<p>5 Confirm that the service given meets the customer's needs and expectations.</p>	<p>5.1 identify the level of service expected by construction-related customers.</p> <p>5.2 communicate with customers to check that service given has met their needs and expectations.</p> <p>5.3 explain ways of checking that customers are satisfied with the given level of service.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Inform the people responsible about changes to customer service systems or procedures that will reduce the chance of problems being repeated.</p>	<p>6.1 identify repeat problems in customer service, and amend customer service systems or procedures to minimise chances of problems being repeated.</p> <p>6.2 communicate with at least two of the following people responsible to inform them that systems or procedures have been amended:</p> <ul style="list-style-type: none"> - the client, the customer or their representative - contractors - consultants - sub-contractors - suppliers - workforce - internal management. <p>6.3 explain the measures that could be taken to identify repeat problems with customer service.</p> <p>6.4 explain methods that allow changes to customer service systems or procedures which can reduce the chance of problems being repeated.</p> <p>6.5 describe how to effectively inform people responsible about amendments to systems or procedures.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Share information with people responsible to maintain and improve standards of service delivery.	7.1 inform and/or pass collated information that will maintain and improve standards of service delivery. 7.2 describe ways that standards of service delivery can be maintained and improved. 7.3 explain how information with people responsible could be effectively shared in order to maintain and improve standards of service delivery.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 22: Managing the handover of the construction project in the workplace

Unit reference number: K/600/7361

QCF level: 6

Credit value: 10

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in managing the handover of the construction project in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of managing the handover of the construction project to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Confirm project requirements and consult with stakeholders and develop and agree a handover programme.	<p>1.1 confirm that project requirements have met stakeholders' expectations.</p> <p>1.2 undertake consultation with stakeholders to negotiate handover arrangements.</p> <p>1.3 develop and agree a handover programme.</p> <p>1.4 list and describe typical project requirements that must be met for handover purposes.</p> <p>1.5 explain how project requirements for developing handover programmes can be confirmed.</p> <p>1.6 explain ways of consulting with stakeholders when developing and agreeing a handover programme.</p> <p>1.7 give reasons why you need a handover programme.</p>			
2 Check that project requirements have been met, or record outstanding work in order to agree and arrange a satisfactory completion.	<p>2.1 identify work that may need to be completed against the requirements of the project.</p> <p>2.2 note outstanding work, defects or remedial activities that fail to meet project requirements.</p> <p>2.3 agree and organise work activities that can complete outstanding work to ensure that the project requirements have been met.</p> <p>2.4 explain checks that can be made to ensure project requirements are met.</p> <p>2.5 explain how outstanding work, in order to agree and arrange a satisfactory completion, can be recorded.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Carry out handover inspections and appropriate tests ensuring they are witnessed by stakeholders and certificated in accordance with current legislation.</p>	<p>3.1 complete handover inspections and appropriate tests, ensuring they are recorded and witnessed by stakeholders.</p> <p>3.2 undertake commissioning activities and keep records of all certificates issued.</p> <p>3.3 explain how to carry out handover inspections and appropriate tests.</p> <p>3.4 describe methods that can be used to ensure that inspections and appropriate tests are witnessed by stakeholders.</p> <p>3.5 explain how to ensure that the appropriate certification is acquired and why handover inspections and certificates are needed.</p>			
<p>4 Record stakeholder concerns during inspection and agree any required actions.</p>	<p>4.1 seek, identify and note stakeholders' concerns during handover inspections.</p> <p>4.2 agree actions with stakeholders that will resolve stakeholder concerns raised during handover inspections.</p> <p>4.3 describe methods that can record stakeholders' concerns during inspections.</p> <p>4.4 explain how appropriate actions can be agreed with stakeholders during inspections.</p> <p>4.5 give reasons why stakeholders concerns need to be addressed prior to handover.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Ensure that stakeholders' respective responsibilities are accepted and adopted.</p>	<p>5.1 establish and confirm that stakeholders will accept responsibility on handover for at least three of the following:</p> <ul style="list-style-type: none"> - insurance - security - operations - health and safety - utility supply - environment - sustainability. <p>5.2 explain how to ensure that stakeholders accept and adopt responsibilities on handover.</p> <p>5.3 explain why stakeholders need to accept their responsibilities on handover.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Assemble and hand over appropriate documentation in accordance with the project.</p>	<p>6.1 collate and prepare appropriate and relevant documentation for at least one of the following:</p> <ul style="list-style-type: none"> - systems - services - equipment. <p>6.2 arrange for and/or hand over assembled documentation that meets agreed project requirements.</p> <p>6.3 explain how appropriate documentation can be assembled in accordance with the project requirements.</p> <p>6.4 describe methods of handing over appropriate documentation.</p> <p>6.5 give reasons why appropriate documentation should be assembled and handed over for the project.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 23: Planning and scheduling the maintenance or remedial activities of property, systems or services in the workplace

Unit reference number: H/600/7360

QCF level: 6

Credit value: 15

Guided learning hours: 40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in planning and scheduling the maintenance or remedial activities of property, systems or services in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of planning and scheduling the maintenance or remedial activities of property, systems or services to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Implement regular inspections to confirm the project requirements for the maintenance or remedial activities for property, systems or services.</p>	<p>1.1 arrange regular inspections that can confirm and monitor project requirements for at least three of the following maintenance or remedial activities on at least two of the following properties, systems or services: Maintenance/remedial activities: <ul style="list-style-type: none"> - scheduled - unscheduled - preventative - corrective - emergency. Property, systems or services: <ul style="list-style-type: none"> - highways - traffic controls - structures - external structure - internal structure - historical or preservation interests - internal fabric - external fabric services - utilities and services - landscaping. </p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.2 explain how project requirements for maintenance or remedial work of property, systems or services can be confirmed.</p> <p>1.3 explain who must be consulted with when confirming project requirements.</p>			
<p>2 Identify and review influencing factors and guidance material about the property, system or service.</p>	<p>2.1 evaluate at least four of the following influencing factors when determining maintenance or remedial activities:</p> <ul style="list-style-type: none"> - organisational requirements - project requirements - current legislation - resource allocation - working requirements - environmental considerations - near neighbours - weather conditions - ground or site conditions - sustainability - client, customer or their representative. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 examine at least three of the following guidance materials when determining maintenance or remedial activities:</p> <ul style="list-style-type: none"> - plans, drawings or diagrams - owner's manuals - log books - maintenance schedules and manuals - practice guides and specifications - current legislation and official guidance - historical data - existing records. <p>2.3 explain how influencing factors can be identified and reviewed.</p> <p>2.4 explain methods that influencing factors and guidance materials can be identified and reviewed.</p> <p>2.5 give reasons why influencing factors need to be identified and reviewed against guidance materials.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Prioritise maintenance or remedial activities to take account of influencing factors whilst maintaining consistency.</p>	<p>3.1 plan and prioritise maintenance or remedial activities taking identified influencing factors into account.</p> <p>3.2 amend priorities for maintenance or remedial activities having taken into account at least four of the following changing circumstances:</p> <ul style="list-style-type: none"> - susceptibility to damage - safety requirements - need to inhibit and respond to deterioration - weather conditions - ground or site conditions - environmental conditions - use or change of use - changing circumstances - current legislation - resources - security threats - client, customer or their representative. <p>3.3 explain how influencing factors can be assessed and accounted for and why they need to be assessed and accounted for.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 explain how to prioritise maintenance or remedial activities.</p> <p>3.5 give reasons why maintenance or remedial activities need to be prioritised.</p> <p>3.6 explain ways of accounting for changing circumstances.</p> <p>3.7 describe how priorities can be amended when reviewing influencing factors.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Ensure maintenance or remedial activity records of actions carried out and data collected are current.</p>	<p>4.1 complete and/or arrange maintenance or remedial activity records for four of the following activities and data:</p> <ul style="list-style-type: none"> - inspections - faults or problems - corrective actions - costs - resources - complaints - delays. <p>4.2 monitor maintenance or remedial activity records to ensure they are up to date.</p> <p>4.3 give reasons why records of activities and data, carried out and collected, for maintenance or remedial activities/work need to be current.</p> <p>4.4 explain ways of ensuring that records of activities and data are current.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Identify, assess and maintain the necessary resources for maintenance or remedial activities.</p>	<p>5.1 acquisition and maintain at least two of the following resources when planning and scheduling maintenance or remedial activities:</p> <ul style="list-style-type: none"> - people - plant, equipment or machinery - materials and components - sub-contractors - information - work area and facilities - waste management - utility providers. <p>5.2 describe how the necessary resources for maintenance or remedial activities can be identified.</p> <p>5.3 explain how to assess the quantity and quality of resources for maintenance or remedial activities.</p> <p>5.4 explain ways and methods that maintain necessary resources for the maintenance or remedial work of property, systems or services.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Prepare plans and schedules of maintenance or remedial activities and negotiate and agree them with decision-makers.</p>	<p>6.1 plan and schedule at least three of the following maintenance or remedial activities:</p> <ul style="list-style-type: none"> - planned maintenance or remedial activities - tendered works - responsive works - preventative maintenance or remedial work - cost estimated works - seasonal maintenance - traffic maintenance (signs, lights and guards) - emergency works - contingency plans. <p>6.2 discuss and gain agreement of prepared plans and schedules with decision makers.</p> <p>6.3 explain how plans and schedules can be prepared for maintenance or remedial activities.</p> <p>6.4 explain methods of negotiating and agreeing plans and schedules with decision-makers.</p> <p>6.5 give reasons why plans and schedules for maintenance or remedial activities are needed.</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 24: Planning historical conservation/restoration activities in the workplace

Unit reference number: J/600/7559

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in planning historical conservation/restoration activities in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of planning historical conservation/restoration activities to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Confirm the work requirements against the information supplied when planning historical conservation/restoration activities.</p>	<p>1.1 identify and establish at least two of the following historical conservation/restoration activities against at least five of the following information sources:</p> <p>Activity:</p> <ul style="list-style-type: none"> - roofing - lead work - bricklaying and craft masonry - earth walling - stonemasonry - decoration - plastering - wall and floor tiling - carpentry and joinery - specialist heritage activities. <p>Information sources:</p> <ul style="list-style-type: none"> - survey report - drawings, schedules and specifications - contractual - statutory consents - risk assessments and method statements 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - programmes - records about the competence of people - sub-contractor arrangements - health, safety and environmental plan - archaeological watching brief - material suppliers - historical conservation plans. <p>1.2 explain how work requirements for historical conservation/restoration work can be confirmed.</p> <p>1.3 explain who needs to be consulted when confirming work requirements for historical conservation/restorations.</p>			
<p>2 Identify and review influencing factors and guidance material about the work environment.</p>	<p>2.1 consider at least three of the following influencing factors when planning historical conservation/restoration activities:</p> <ul style="list-style-type: none"> - organisational requirements - contractual requirements - statutory requirements - resource allocation - working requirements - environmental considerations - weather conditions. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 examine at least two of the following guidance materials when planning historical conservation/restoration activities:</p> <ul style="list-style-type: none"> - owner's manuals - log books - maintenance schedules and manuals - practice guides and specifications - current legislation and official guidance. <p>2.3 explain how influencing factors and guidance materials can be identified and what different methods can be used to review them.</p> <p>2.4 give reasons why influencing factors should be reviewed against guidance materials.</p>			
<p>3 Prioritise activities by assessing and accounting for all the influencing factors.</p>	<p>3.1 prioritise historical conservation/restoration activities whilst considering influencing factors.</p> <p>3.2 explain methods that can assess and account for influencing factors when planning historical conservation/restoration activities.</p> <p>3.3 explain the factors that need to be taken into account when prioritising historical conservation/restoration activities.</p> <p>3.4 give reasons why historical conservation/restoration activities should be prioritised.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.</p>	<p>4.1 review and update pre-determined historical conservation/restoration priorities by taking into account at least four of the following changing circumstances:</p> <ul style="list-style-type: none"> - susceptibility to damage - safety requirements - need to inhibit and respond to deterioration - compromised operational effectiveness - weather conditions - use or change of use - meeting current legislation - resources - security threats. <p>4.2 explain methods that allow priorities to be amended when influencing factors have been taken into account.</p> <p>4.3 explain how changing circumstances can be accounted for when planning historical conservation/restoration activities.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Prepare plans or schedules and negotiate and agree them with decision-makers.</p>	<p>5.1 identify, analyse and produce plans or schedules for at least three of the following historical conservation/ restoration activities:</p> <ul style="list-style-type: none"> - roofing - lead work - bricklaying and craft masonry - earth walling - stonemasonry - decoration - plastering - wall and floor tiling - carpentry and joinery - specialist heritage activities. <p>5.2 explain how plans and schedules can be prepared for historical conservation/restoration activities.</p> <p>5.3 explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 25: Planning demolition activities in the workplace

Unit reference number: F/600/7561

QCF level: 6

Credit value: 12

Guided learning hours: 50

Unit summary

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

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 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.

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Confirm the work requirements when planning demolition activities against the information supplied.</p>	<p>1.1 identify and establish at least two of the following demolition activities against at least five of the following information sources:</p> <p>Demolition activity:</p> <ul style="list-style-type: none"> - soft strip - mechanical demolition - remote mechanical demolition - explosive demolition - selective demolition. <p>Information sources:</p> <ul style="list-style-type: none"> - survey reports - design - contractual - statutory consents - risk assessments and method statements - programmes - records about the competence of people - sub-contractor arrangements - health, safety and environmental plan - Type 3 asbestos survey 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - service disconnection certificates - utilities survey report. <p>1.2 explain how work requirements for demolition activities can be confirmed against information sources.</p> <p>1.3 explain who needs to be consulted when confirming work requirements for demolition activities.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Identify and review influencing factors and guidance material about the work environment.</p>	<p>2.1 consider at least three of the following influencing factors when planning demolition activities:</p> <ul style="list-style-type: none"> - organisational requirements - contractual requirements - statutory requirements - resource allocation - working requirements - environmental considerations - weather conditions. <p>2.2 examine at least two of the following guidance materials when planning demolition activities:</p> <ul style="list-style-type: none"> - owner's manuals - log books - maintenance schedules and manuals - practice guides and specifications - current legislation and official guidance. <p>2.3 explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning demolition activities.</p> <p>2.4 give reasons why influencing factors should be reviewed against guidance material.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Prioritise activities by assessing and accounting for all the influencing factors.</p>	<p>3.1 prioritising demolition activities whilst considering influencing factors. 3.2 explain methods that can assess and account for influencing factors when prioritising demolition activities. 3.3 explain the factors that need to be taken into account when prioritising demolition activities. 3.4 give reasons why demolition activities should be prioritised.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.</p>	<p>4.1 review and update pre-determined demolition activity priorities by taking account of at least four of the following changing circumstances:</p> <ul style="list-style-type: none"> - susceptibility to damage - safety requirements - need to inhibit and respond to deterioration - compromised operational effectiveness - weather conditions - use or change of use - meeting current legislation - resources - security threats. <p>4.2 explain methods that allow priorities to be amended when influencing factors have been taken into account.</p> <p>4.3 explain how changing circumstances can be accounted for when planning demolition activities.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Prepare plans or schedules and negotiate and agree them with decision makers.</p>	<p>5.1 identify, analyse and produce plans or schedules for at least three of the following demolition activities:</p> <ul style="list-style-type: none"> - soft strip - mechanical demolition - remote mechanical demolition - explosive demolition - selective demolition. <p>5.2 explain how plans and schedules can be prepared for demolition activities.</p> <p>5.3 explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

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

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

Professional development and training

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

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

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

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

The training we provide:

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

Annexe A: Progression pathways

The Edexcel qualification framework for the Construction and the Built Environment sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice Edexcel Level 7 NVQ Diploma in Construction Senior Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
6					Edexcel Level 6 NVQ Diploma in Built Environment Design Management Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management EDEXCEL Level 6 NVQ Diploma in Construction Site Management Edexcel Level 6 NVQ Diploma in Senior Site Inspection
5			Edexcel BTEC Level 5 HN Diploma in Construction		
4			Edexcel BTEC Level 4 HN Certificate in Construction		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification / professional	NVQ / competence
3		Edexcel Level 3 Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment	We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information
2		Edexcel Level 2 Diploma in Construction and the Built Environment	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Construction	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Craft) and Construction and the Built Environment (Technician)	We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information
1		Edexcel Level 1 Diploma in Construction and the Built Environment	Edexcel Level 1 Award, Certificate, Diploma in Construction (QCF)	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate in Construction and the Built Environment	We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information
Entry			Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

The Edexcel quality assurance processes will involve:

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

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

Annexe C: Centre certification and registration

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

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

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

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

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

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

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

Annexe D: Additional requirements for qualifications that use the title NVQ within the QCF

Contents

Purpose of document	240
Background	241
Additional requirements for qualifications that use the title NVQ within the QCF	242
Introduction	242
Assessment requirements	242
Quality assurance requirements	244

Purpose of document

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

Background

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

¹ NCVQ's NVQ Criteria and Guidance 1995.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

- 10 Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

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

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

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

Quality assurance requirements

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

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

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

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

Annexe E: Assessment Strategy

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

Ofqual
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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Publications Code N025079 April 2011

For more information on Edexcel and BTEC qualifications please
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