

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

Specification

NVQ/Competence-based qualification

First registration November 2014

Issue 3

Edexcel, BTEC and LCCI qualifications

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

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on our website: qualifications.pearson.com

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

www.ciob.org.uk

www.ice.org.uk



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

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

ISBN 978 1 446 92463 1

All the material in this publication is copyright
© Pearson Education Limited 2015

Contents

Purpose of this specification	1
1 Introducing Edexcel NVQ/Competence-based qualifications	2
What are NVQ/Competence-based qualifications?	2
2 Qualification summary and key information	3
3 Qualification rationale	5
Qualification objectives	5
Relationship with previous qualifications	5
Progression opportunities	5
Industry support and recognition	6
Relationship with National Occupational Standards	6
4 Qualification structures	7
Pearson Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF)	7
5 Programme delivery	18
Elements of good practice	18
Learner recruitment, preparation and support	18
Training and assessment delivery	19
Employer engagement	20
6 Centre resource requirements	21
7 Access and recruitment	22
Prior knowledge, skills and understanding	22
Access to qualifications for learners with disabilities or specific needs	22
8 Assessment	23
Language of assessment	23
Internal assessment	24
Assessment requirements/strategy	25
Types of evidence	25
Appeals	26
Dealing with malpractice	26
Reasonable adjustments to assessment	26

Special consideration	27
Credit transfer	27
9 Centre recognition and approval	28
Centre recognition	28
Approvals agreement	28
10 Quality assurance of centres	29
11 Unit format	30
Unit title	30
Unit reference number	30
QCF level	30
Credit value	30
Guided learning hours	30
Unit summary	30
Unit assessment requirements/evidence requirements	30
Learning outcomes	31
Assessment criteria	31
Unit 1: Developing and Maintaining Good Occupational Working Relationships in the Workplace	32
Unit 2: Allocating Work and Checking People's Performance in the Workplace	37
Unit 3: Establishing, Implementing and Maintaining Systems for Managing Health, Safety and Welfare in the Workplace	42
Unit 4: Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace	52
Unit 5: Monitoring Construction Related Project Activities in the Workplace	60
Unit 6: Controlling Project Progress against Agreed Quality Standards in the Workplace	67
Unit 7: Controlling Project Progress against Agreed Programmes in the Workplace	75
Unit 8: Managing Personal Development in a Construction-related Workplace	82
Unit 9: Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	88
Unit 10: Contributing to the Identification of Work Teams in the Workplace	93
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	103
Unit 13: Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	112
Unit 14: Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	119
Unit 15: Organising, Controlling and Monitoring Supplies of Materials in the Workplace	128
Unit 16: Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	135
Unit 17: Establishing Project Dimensional Control Criteria in the Workplace	144
Unit 18: Controlling Project Quantities and Costs in the Workplace	150
Unit 19: Evaluating Feedback Information and Recommending Improvements in the Workplace	158
Unit 20: Planning Highways Maintenance or Repair Activities in the Workplace	164
Unit 21: Providing and Monitoring Construction-Related Customer Service in the Workplace	171
Unit 22: Managing the Handover of the Construction Project in the Workplace	178
Unit 23: Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace	184
Unit 24: Planning Historical Conservation/Restoration Activities in the Workplace	196
Unit 25: Planning Demolition Activities in the Workplace	203
Unit 26: Planning Tunnelling Activities in the Workplace	210
12 Further information and useful publications	218
13 Professional development and training	219
14 Contact us	221
Annexe A: Assessment strategy – ConstructionSkills	222
Annexe B: Personal, Learning and Thinking Skills mapping	233

Purpose of this specification

This specification sets out:

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

1 Introducing Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

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

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

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

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

There are three sizes of NVQs/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 6 Diploma in Construction Site Management (Construction) (QCF)
QCF Qualification Number (QN)	601/4771/4
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	06/10/2014
Operational start date	01/11/2014
Approved age ranges	16–18 18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	See credit value for each pathway below.
Assessment	Portfolio of Evidence (internal assessment).
Guided learning hours	447–557
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>).
Funding	Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval. Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval. Further information and guidance is available on the website: www.gov.uk

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

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

3 Qualification rationale

Qualification objectives

The Pearson Edexcel Level 6 Diploma in Construction Site Management (Construction) (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- develop and demonstrate competence as construction site managers for building and civil engineering, highways and maintenance repair, residential development and conservation and demolition
- develop technical skills and knowledge and understanding related to the specified job roles in the construction and built environment sector
- have their existing skills recognised
- achieve a nationally recognised Level 6 qualification
- develop their personal growth and engagement in learning.

This qualification is for managers on-site who are responsible for leading projects, controlling standards and evaluating work. Learners are expected to already be employed in site management roles, overseeing, or starting to oversee, larger projects and sites with the authority, accountability and decision-making, which comes with site management roles, in their respective discipline/s. They may work across one or more of the following disciplines: civil engineering, highways maintenance, residential development, conservation and/or demolition. The qualification may be used as evidence towards achievement of the appropriate Construction Card Competence scheme on site where applicable, and where this is recognised by the employer.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF), which has expired.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF) can progress across the level and size of the construction and built environment competence and knowledge qualifications to other occupational areas such as team leading and management.

It is possible to progress to this qualification from the Level 4 NVQ in Site Supervision, which itself is part of an Apprenticeship. Further progression routes include the Level 6 NVQ Diploma in Construction Contracting Operations Management (QCF) and the Level 7 NVQ Diploma in Construction Senior Management (QCF).

Industry support and recognition

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

Relationship with National Occupational Standards

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

4 Qualification structures

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

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded. Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

Learners must complete a minimum of 172 credits, which includes 80 credits from the mandatory units in Group A, plus all the required mandatory and optional units from one of the five pathways.

Pearson Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF) – Building and Civil Engineering

Learners must complete the mandatory units from Group A and those from Group B to achieve a total of 189 credits.

Pearson Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF) – Highways and Maintenance Repair

Learners must complete the mandatory units from Group A and C1 to achieve 155 credits, plus a minimum of 17 credits from the optional units in Group C2 to achieve a minimum total of 172 credits.

Pearson Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF) – Residential Development

Learners must complete the mandatory units from group A and D1 to achieve 193 credits, plus a minimum of 8 credits from the optional units in Group D2 to achieve a minimum total of 201 credits.

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

Learners must complete the mandatory units from Group A and E1 to achieve 175 credits, plus a minimum of 14 credits from the optional units in Group E2 to achieve a minimum total of 190 credits.

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

Learners must complete the mandatory units from Group A and F1 to achieve 148 credits, plus a minimum of 31 credits from the optional units in 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.

Unit	Unit reference number	Group A – mandatory units Learners must achieve all units	Level	Credit	Guided learning hours
1	M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8	27
2	Y/505/7680	Allocating Work and Checking People's Performance in the Workplace	5	9	20
3	J/600/7318	Establishing, Implementing and Maintaining Systems for Managing Health, Safety and Welfare in the Workplace	6	15	50
4	M/600/7328	Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace	6	11	30
5	J/600/7335	Monitoring Construction Related Project Activities in the Workplace	6	8	20
6	F/600/7351	Controlling Project Progress Against Agreed Quality Standards in the Workplace	6	10	20
7	D/600/7356	Controlling Project Progress Against Agreed Programmes in the Workplace	6	11	30
8	M/600/7359	Managing Personal Development in a Construction-Related Workplace	6	8	20

Unit	Unit reference number	Group B – mandatory units Building and Civil Engineering pathway	Level	Credit	Guided learning hours
9	A/504/8552	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4	7	20
10	K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5	8	20
11	R/6007323	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15	50
12	M/600/7331	Planning The Preparation of the Site for the Project or Operation in the Workplace	6	11	30
13	Y/600/7338	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11	30
14	Y/600/7341	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9	20
15	H/600/7343	Organising, Controlling and Monitoring Supplies of Materials in the Workplace	5	8	20
16	J/6007349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11	30
17	R/600/7354	Establishing Project Dimensional Control Criteria in the Workplace	6	10	20
18	H/6007357	Controlling Project Quantities and Costs in the Workplace	6	12	20
19	K/600/7358	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7	20

Unit	Unit reference number	Group C1 – mandatory units Highways and Maintenance Repair pathway	Level	Credit	Guided learning hours
9	A/504/8552	Identifying and Enabling Learning Opportunities for Given Work in the Workplace	4	7	20
10	K/600/7554	Contributing to the Identification Of Work Teams in the Workplace	5	8	20
13	Y/600/7338	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11	30
14	Y/600/7341	Identifying, Allocating and Planning The Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9	20
15	H/600/7343	Organising, Controlling and Monitoring Supplies of Materials in the Workplace	5	8	20
18	H/6007357	Controlling Project Quantities and Costs in the Workplace	6	12	20
20	M/600/7555	Planning Highways Maintenance or Repair Activities in the Workplace	6	12	30
21	F/600/7558	Providing and Monitoring Construction-Related Customer Service in the Workplace	5	8	30
Unit	Unit reference number	Group C2 – optional units Highways and Maintenance Repair pathway	Level	Credit	Guided learning hours
11	R/6007323	Establishing, Controlling and Monitoring Environmental Factors And Sustainability in the Workplace	6	15	50
12	M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	11	30
16	J/6007349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11	30
17	R/600/7354	Establishing Project Dimensional Control Criteria in the Workplace	6	10	20

Unit	Unit reference number	Group C2 – optional units (continued) Highways and Maintenance Repair pathway	Level	Credit	Guided learning hours
19	K/600/7361	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7	20
22	K/600/7361	Managing the Handover of the Construction Project in the Workplace	6	10	30

Unit	Unit reference number	Group D1 – mandatory units Residential Development pathway	Level	Credit	Guided learning hours
9	A/504/8552	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4	7	20
11	R/6007323	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15	50
12	M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	11	30
13	Y/600/7338	Ensuring That Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11	30
15	H/600/7343	Organising, Controlling and Monitoring Supplies of Materials in the Workplace	5	8	20
16	J/6007349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11	30
17	R/600/7354	Establishing Project Dimensional Control Criteria in the Workplace	6	10	20
19	K/600/7361	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7	20
21	F/600/7558	Providing and Monitoring Construction-Related Customer Service in the Workplace	5	8	30
22	K/600/7361	Managing the Handover of the Construction Project in the Workplace	6	10	30
23	H/6007360	Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace	6	15	40

Unit	Unit reference number	Group D2 – optional units Residential Development pathway	Level	Credit	Guided learning hours
10	K/600/7554	Contributing to the Identification Of Work Teams in the Workplace	5	8	20
14	Y/600/7341	Identifying, Allocating and Planning The Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9	20
18	H/6007357	Controlling Project Quantities and Costs in the Workplace	6	12	20

Unit	Unit reference number	Group E1 – mandatory units Conservation pathway	Level	Credit	Guided learning hours
9	A/504/8552	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4	7	20
13	Y/600/7338	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11	30
14	Y/600/7341	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9	20
15	H/600/7343	Organising, Controlling and Monitoring Supplies of Materials in the Workplace	5	8	20
16	J/6007349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11	30
17	R/600/7354	Establishing Project Dimensional Control Criteria in the Workplace	6	10	20
18	H/6007357	Controlling Project Quantities and Costs in the Workplace	6	12	20
23	H/6007360	Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace	6	15	40
24	K/505/7683	Planning Historical Conservation/Restoration Activities in the Workplace	6	12	30

Unit	Unit reference number	Group E2 – optional units Conservation pathway	Level	Credit	Guided learning hours
10	K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5	8	20
11	R/6007323	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15	50
12	M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	11	30
19	K/600/7361	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7	20
21	F/600/7558	Providing and Monitoring Construction-Related Customer Service in the Workplace	5	8	30
22	K/600/7361	Managing the Handover of the Construction Project in the Workplace	6	10	30

Unit	Unit reference number	Group F1 – mandatory units Demolition pathway	Level	Credit	Guided learning hours
11	R/6007323	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15	50
12	M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	11	30
13	Y/600/7338	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11	30
14	Y/600/7341	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9	20
22	K/600/7361	Managing the Handover of the Construction Project in the Workplace	6	10	30
25	F/6007561	Planning Demolition Activities in the Workplace	6	12	50
Unit	Unit reference number	Group F2 – optional units Demolition pathway	Level	Credit	Guided learning hours
9	A/504/8552	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4	7	20
10	K/600/7554	Contributing to the Identification Of Work Teams in the Workplace	5	8	20
15	H/600/7343	Organising, Controlling and Monitoring Supplies of Materials in the Workplace	5	8	20
16	J/6007349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11	30
18	H/6007357	Controlling Project Quantities and Costs in the Workplace	6	12	20
21	F/600/7558	Providing and Monitoring Construction-Related Customer Service in the Workplace	5	8	30

Unit	Unit reference number	Additional units – group Z	Level	Credit	Guided learning hours
17	R/600/7354	Establishing Project Dimensional Control Criteria in the Workplace	6	10	20
19	K/600/7358	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7	20
20	M/600/7555	Planning Highways Maintenance or Repair Activities in the Workplace	6	12	30
21	F/600/7558	Providing and Monitoring Construction-Related Customer Service in the Workplace	5	8	30
22	K/600/7361	Managing the Handover of the Construction Project in the Workplace	6	10	30
23	H/6007360	Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace	6	15	40
24	K/505/7683	Planning Historical Conservation/Restoration Activities in the Workplace	6	12	30
25	F/6007561	Planning Demolition Activities in the Workplace	6	12	50
26	T/6026155	Planning Tunnelling Activities in the Workplace	6	12	40

5 Programme delivery

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

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

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

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

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

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

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

Employer engagement

Good practice in relation to employer engagement includes:

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

6 Centre resource requirements

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

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

7 Access and recruitment

Our policy on access to our qualifications is that:

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

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

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

Prior knowledge, skills and understanding

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

Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

8 Assessment

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

Centre Guidance to ensure evidence at the appropriate standard is obtained

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

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

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

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

Language of assessment

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

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

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

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

Internal assessment

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

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

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

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

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

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

Learners can provide evidence of occupational competence from:

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

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at:
www.edexcel.com/policies

- a combination of these.

Assessment requirements/strategy

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

Types of evidence

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

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

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

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

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

Any specific evidence requirements for a unit are given in the *Unit assessment requirements/evidence requirements* section of the unit.

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

Appeals

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

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

Dealing with malpractice

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

Reasonable adjustments to assessment

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

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

Both documents are on our website at: www.edexcel.com/policies

Special consideration

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

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

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

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

Both of the documents mentioned above are on our website at:
www.edexcel.com/policies

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement. Further information on credit transfer can be found in the document *Credit accumulation and transfer policy (England)*, which is available on our website at: www.edexcel.com/policies

9 Centre recognition and approval

Centre recognition

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

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

Guidance on seeking approval to deliver Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

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

10 Quality assurance of centres

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

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

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

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

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

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

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

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

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

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for competency-based qualifications.

Unit summary

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

Unit assessment requirements/evidence requirements

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

Learning outcomes

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

Assessment criteria

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

Unit 1:

Developing and Maintaining Good Occupational Working Relationships in the Workplace

Unit reference number: M/503/2915

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.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Develop, maintain and encourage working relationships to promote good will and trust	1.1	Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved			
		1.2	Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others			
		1.3	Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people			
		1.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency	2.1	Communicate on the following work activity information to relevant people following organisational procedures: – appropriate timescales – health and safety requirements – co-ordination of work procedures			
		2.2	Explain the different methods and techniques used to inform relevant people about work activities			
		2.3	Explain the effects of not informing relevant people with the expected level of urgency			
		2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome			
		3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments			
		3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to: – progress – results – achievements – occupational problems – occupational opportunities – health and safety requirements – co-ordinated work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Clarify proposals with relevant people and discuss alternative suggestions	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved			
		4.2	Explain the methods of clarifying alternative proposals with relevant people			
		4.3	Explain the methods of suggesting alternative proposals			
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work			
		5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 2:

Allocating Work and Checking People's Performance in the Workplace

Unit reference number: Y/505/7680

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.

Unit assessment requirements/evidence requirements

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm the programme or operations and schedules, identify priorities and critical activities, and plan how the work will be undertaken	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			
		1.2	Explain how to identify priorities and critical activities			
		1.3	Explain methods of confirming programmes or operations and schedules			
		1.4	Describe how the planning of work can be undertaken			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Allocate work to team members, taking into account their current circumstances, and brief them on the quality standards or level expected	2.1	Evaluate and assign work to team members and carry out briefings taking into account their: – skills – knowledge – experience – workload			
		2.2	Describe how to allocate work fairly to team members whilst taking into account their current circumstances			
		2.3	Explain the methods and techniques on briefing team members about quality of standards or levels expected			
		3.1	Carry out checks on the progress and quality of work being undertaken against programmes or operations and schedules			
3	Monitor the progress and quality of the work and provide prompt and constructive feedback	3.2	Carry out checks on the quality of work being undertaken against quality standards			
		3.3	Explain methods of checking the progress of work against programmes or operations, schedules and the work against quality standards			
		3.4	Provide feedback to team members on the progress of work and standards of quality			

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

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

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.

Unit 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.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Ensure accurate and appropriate notices and hazard warnings that conform to current legislation are maintained	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			
		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			
		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			
		3.4	Explain ways that accurate and appropriate notices and hazard warnings for the workforce, visitors and the public can be maintained			
		3.5	Give reasons why accurate and appropriate notices should be relevant, correctly placed and maintained, and explain possible consequences should they not be			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Ensure health, safety and welfare equipment and resources are available and sufficient to meet current legislation	4.1	Identify required health, safety and welfare equipment for given work areas			
		4.2	Specify health, safety and welfare equipment and resources for work activities that meet the project, organisational and statutory requirements			
		4.3	Implement maintenance procedures for health, safety and welfare protection equipment and resources			
		4.4	Describe the types of health, safety and welfare equipment and resources that would be needed for relevant work activities			
		4.5	Explain ways of ensuring that health, safety and welfare equipment and resources are available and sufficient for the project			
		4.6	Explain how to ensure that health, safety and welfare equipment and resources comply with current legislation			

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	7.1	Apply the following principles of prevention to identified significant hazards: – elimination – control at source – management – cumulative protection – personal protective equipment			
		7.2	Identify and analyse any residual risk or risks and apply additional control measures as appropriate			
		7.3	Inform appropriate people about required hazard controls and an remaining risks using various formats			
		7.4	Describe methods that allow residual risks to be identified			
		7.5	Explain ways of applying the principles of prevention to identified relevant and significant hazards			
		7.6	Explain how risks can be reduced and ways that information can be provided to appropriate people			

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

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Assess and evaluate project or operational data in order to identify work methods	1.1 Examine at least five of the following types of project or operational data that can identify required work methods: – 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
	1.2	Explain different methods and techniques that allows the assessment and evaluation of available project or operational data			
	1.3	Explain how work methods can be identified from the assessment and evaluation of project or operational data			
	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Obtain additional information from other sources in cases where the available project or operational data is insufficient	2.1	Carry out consultations with and/or examine at least two of the following other sources: – the client, customer or their representative – contractors – sub-contractors – suppliers – regulatory authorities – technical and trade literature – those affected by the project			
		2.2	Explain how additional information from other sources can be obtained in cases where available project data is insufficient			
3	Identify work methods which will make the best use of resources and materials and meets project and current legislation requirements	3.1	Establish a range of work methods for relevant projects or operations from at least two of the following information sources: – current legislation, Codes of Practice and official guidance – investigative research – organisational procedures – technical and trade literature			
		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			
		3.3	Explain procedures that can identify work methods which meets project or operational requirements and the requirements of current legislation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Evaluate identified work methods against technical, environmental and project or operational criteria and select appropriate methods	4.1	Examine and identify work methods for a range of projects or operations using of at least six of the following technical, environmental or project criteria: – 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			
		4.2	Determine work methods for a range of projects, activities and/or operations that will meet programme requirements			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Ensure method statements are accurate, clear and concise and acceptable to all the people involved	5.1	Produce and/or examine a method statements and/or risk assessments for a range of projects, activities or operations			
		5.2	Confirm that method statements and/or risk assessments are accurate, clear, concise and acceptable for the project, activity or operational needs			
		5.3	Explain suitable methods that ensure method statements and/or risk assessments derived from the selected work methods are accurate, clear and concise			
		5.4	Explain possible procedures that ensure that method statements and/or risk assessments are acceptable to all the people responsible			
		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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Recommend and promote the selected work method for projects or operations	6.1 Present the selected work method to and gain acceptance by at least two of the following people responsible: – the client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – internal management			
		6.2 Explain the ways and techniques of recommending work methods to the people responsible			
		6.3 Explain different ways of promoting selected work methods to the people responsible			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	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	1.1	Prepare written notices detailing about when project works starts, expected durations and planned finishing or completions dates			
		1.2	Provide people affected by project works with written notices about project schedules			
		1.3	Outline the type of people that should be notified of work schedules			
		1.4	Describe ways and techniques of notifying people affected by the work about work schedules			
		1.5	Explain why adequate notice of works should be given to people affected and explain possible consequences should this not happen			
		1.6	Explain how dates can be confirmed and why notification of work arrangements and schedules should be in writing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Communicate and agree a programme and method with people who will be doing the work that integrates operations	2.1	Liaise and communicate with those undertaking specified work on relevant projects			
		2.2	Gain approval with relevant workers for work programmes and methods on construction projects			
		2.3	Explain how and why programmes and methods should be agreed with the people who will be doing the work			
		2.4	Describe methods and techniques of communicating programmes and methods to the people who will be doing the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify, record and obtain information requirements before work starts	3.1	Source information relevant to specified projects and assemble prior to the start of work			
		3.2	Explain ways that information required for projects can be identified, obtained and recorded before work starts			
		3.3	Describe the types of information that should be obtained before work starts on typical projects			
4	Organise attendance for sub-contractors in accordance with project and contractual agreements	4.1	Plan and implement attendance requirements that meets project and contractual requirements			
		4.2	Arrange and undertake meetings with sub-contractors to discuss project or contract requirements and attendance			
		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			
		4.4	List factors that affect typical project requirements			
		4.5	Explain why attendance needs to be organised for contract or agreement for sub-contractors in accordance with project requirements and contractual agreements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Plan and obtain sufficient resources of the appropriate type which will meet the project requirements and timescales	5.1	Identify and procure at least three of the following resources for relevant projects: - people - plant, equipment or machinery - materials and components - sub-contractors - information			
		5.2	Explain how to identify and plan the use of resources for projects and why resource requirements should be planned			
		5.3	Explain why there is a need to plan the use of resources			
		5.4	Explain methods and procedures that can ensure sufficient resources are obtained			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	6.1	Implement and coordinate working areas, activities and resources against project requirements that allows sites to be safe and tidy			
		6.2	Coordinate and improve site operations to project a positive image of projects and relevant organisations			
		6.3	Describe ways of organising and controlling the site and resources so that the following conditions are met: – 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			
		6.4	Explain why there is a need to organise and control the site and resources			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

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.

Unit 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.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Specify clearly and unambiguously the responsibilities which individuals have for maintaining quality standards	2.1	Produce a site quality plan or procedure showing individual responsibilities in accordance with quality standards			
		2.2	Explain how responsibilities can be specified to individuals having to maintain quality standards, and who those individual may be for given projects			
		2.3	Give reasons why the responsibilities which individuals have for maintaining quality standards need to be specified			
		2.4	Explain methods that allows for the production of site quality plans or procedures in accordance with the quality standards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Set up systems to inspect and control the quality of the work	3.1	Establish and implement systems that can inspect ongoing work and completed work			
		3.2	Describe types of systems and methods that can be implemented to check quality standards			
		3.3	Explain how systems for inspecting and controlling the quality of work and record the outcomes should be set up			
		3.4	Give reasons why systems for inspecting and controlling the quality of work and records of the outcomes need to be set up			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Regularly check that work conforms to the design requirements and the specified quality standards	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 checks that work conforms to design requirements and the specified quality standards			
5	Identify work which fails to meet the requirements and specified quality standards and implement corrective action.	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Inform decision-makers about significant variations of quality standards and recommend solutions they need to make and actions they need to take	6.1	Communicate with decision-makers about identified significant variations of quality standards on given work activities			
		6.2	Suggest actions and solutions to decision-makers that take into account the following: – quality standards – effects of quality on the programme – effects of quality on safety – effects of quality on finished product			
		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			
		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			
		6.5	Explain ways of recommending improvements to decision-makers, and why recommendations should be made			

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

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

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Develop and implement systems to monitor and record the progress of the project against the agreed programme(s)	1.1	Plan a system that meets organisational requirements that will monitor and record work progress for given projects			
		1.2	Investigate and monitor the progress of given projects against agreed programmes using at least four of the following systems: – visual inspection(s) – resource records – site inspection reports – contractor's report – certified payments – site meetings – organisational procedures – management reports – benchmarks – comparison with project requirements			
		1.3	Document findings of monitoring systems on given projects using written, graphical and electronic formats			
		1.4	Explain how systems for monitoring and recording the progress of projects against agreed programmes can be developed			
		1.5	Give reasons why systems, that monitor and record project progress project against agreed programmes, should be developed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Collect progress information regularly and summarise it for relevant people	2.1	Gather and accumulate information on work progress of given projects on a planned frequent basis			
		2.2	Gather and accumulate information on work progress of given projects on a planned frequent basis			
		2.3	Explain ways that information on work progress can regularly be collected			
		2.4	Explain ways of accurately summarising progress information to relevant people			
		2.5	Outline who would need to be informed about work progress on given projects			
3	Identify inadequate or inappropriate resources, inform relevant people, and specify and obtain alternative resources	3.1	Examine work activities on given projects in order to identify inadequate or inappropriate resources			
		3.2	Inform relevant people in sufficient detail using appropriate formats where inadequate or inappropriate resources have been identified			
		3.3	Source and obtain alternative resources that meet project requirements			
		3.4	Explain ways that inadequate and inappropriate resources can be identified			
		3.5	Explain different methods that can inform relevant people about inadequate and inappropriate resources.			
		3.6	Explain different methods of specifying and obtaining alternative resources			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action	5.1	Examine and analyse the circumstances of any identified deviations to planned progress on given projects			
		5.2	Conclude, gain approval and implement corrective actions where deviations to planned progress have been identified			
		5.3	Explain how circumstances of deviations from planned progress can be investigated			
		5.4	Explains ways that corrective action for deviations from planned progress with relevant people can be agreed			
		5.5	Explain how agreed corrective action for deviations from planned progress can be implemented			
		5.6	Give reasons why corrective actions must be agreed			
6	Recommend options to relevant people that aim to maintain or improve cost and progress	6.1	Identify and analyse project progress against planned progress for given projects			
		6.2	Suggest a range of alternatives that will maintain and improve project progress, to relevant people using appropriate formats			
		6.3	Explains methods that allow recommend options that will help the project progress			
		6.4	Explain why recommendations, that will minimise increases in cost and time and help the project progress, need to be made			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Inform relevant people about changes to the operational programme, resource needs and suggest the decisions and actions that need to be taken to maintain progress	7.1	Identify changes that need to be made to the operational programme following investigations of work activities and resource use on given projects			
		7.2	Analyse and determine actions that need to be taken to maintain progress			
		7.3	Provide options to relevant people that allow project progress to be maintained			
		7.4	Explain methods that can regularly inform relevant people about changes to operational programmes and demands on resources			
		7.5	Explain ways and techniques of suggesting decisions and actions that need to be taken to maintain progress			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Identify improvements to progress from feedback received and recommend them to relevant people	8.1	Seek, collect and collate information on work progress on given projects			
		8.2	Analyse collated information to identify improvements that can be made to the work progress on given projects			
		8.3	Provide suggestions to relevant people that allow improvements to work progress			
		8.4	Explain how improvements to progress can be identified from feedback received			
		8.5	Explain ways of recommending improvements in progress to relevant people			
		8.6	Give reasons why recommended improvements in progress to relevant people need to be made			

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Define your personal aims and objectives for undertaking development	1.1	Analyse, determine and record personal aims and objectives to meet work requirements				
		1.2	Explain what are aims and objectives for undertaking development and how personal aims can be defined				
		1.3	Give reasons why aims and objectives should be defined				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Contact sources of support and guidance to identify recognised standards for you to manage your personal development	2.1	Communicate with at least three of the following sources of support and guidance and the standards identified: – national bodies – industry bodies – professional institutions – further education organisations – training providers – in-house resources – line manager – colleagues – trade periodicals and journals – electronic sources			
		2.2	Explain how to contact sources of support and guidance to identify recognised standards			
		2.3	Give reasons why recognised standards for undertaking personal development should be identified			

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

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

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

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: A/504/8552

QCF level: 4

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.

Unit 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.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Work with their team to identify and prioritise learning needs and identify and obtain information on a range of possible learning activities	2.1	Plan and communicate with individual team members to determine their immediate learning requirements for relevant work activities			
		2.2	Obtain learning information for individual team members based on at least two of the following learning activities: – formal – informal – coached – mentored – vocationally qualifying – continuous professional development – professional membership			
		2.3	Explain the methods and techniques of working effectively with teams and individuals in order to identify and prioritise learning needs			
		2.4	Outline possible ways of obtaining information from a range of learning activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Discuss development needs with team members	3.1	Meet with and identify development needs for team members based on the following areas: – current skills and knowledge – learning activities undertaken – learning objectives to be achieved – resource requirements for development – timescales			
		3.2	Explain methods and techniques of discussing and agree development needs with team members			
4	Support team members in undertaking learning activities by making efforts to remove any obstacles to learning	4.1	Provide relevant assistance and support to individuals and the team when learning or updating skills and knowledge			
		4.2	Identify any relevant obstacles to an individual's learning and take actions to remove them			
		4.3	Explain procedures that could be implemented to allow support and assistance for team members who are undertaking learning activities			
		4.4	Describe the types and ways of identifying obstacles to learning for both individuals and teams			
		4.5	Explain how obstacles to learning for individuals and teams can be removed			

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 individual's 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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify any significant factors which will affect the number, type and availability of people and services	1.1	Examine and analyse project requirements and consider at least three of the following significant factors: – location – cost – time – skills, experience and knowledge required and available – training and development requirements – current legislation			
		1.2	Explain methods that can identify significant factors that can affect numbers, types and availability of people or services for typical projects			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Evaluate and record the quality and potential reliability of people or services, and circulate the results to decision-makers	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: – technical staff – sub-contractors – specialist services – operatives			
		2.2	Inform decision-makers of the outcomes of quality and reliability checks made on relevant people or services			
		2.3	Describe methods that can evaluate and record the quality and potential reliability of people or services			
		2.4	Explain typical ways and techniques of circulating results from evaluations of quality and potential reliability to decision-makers			
		3.1	Consult people or service providers selected as meeting programme requirements, and agree proposals for their effective participation with relevant projects			
3	Negotiate and agree proposals which are likely to produce effective teams	3.2	Confirm team members on relevant projects with selected people or service providers			
		3.3	Explain factors that allow proposals to be made for team membership from selected people or service providers			
		3.4	Explain negotiation methods that can be used to get appropriate people or services for given teams			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Follow rules and formalities for obtaining people and services	4.1	Identify and apply at least two of the following rules and formalities when identifying team members for relevant programmes of work: - contractual - current legislation - codes of practice - organisational procedures - certification of competence		
		4.2	Explain how to work within current rules and formalities governing the identification of work teams		
		4.3	Give reasons on why they must work within current rules and formalities when identifying teams		

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.

Unit 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.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Encourage a culture of environmental awareness and support for sustainability in the workforce	2.1	Adopt and implement policies that cover environmental management and sustainability procedures			
		2.2	Apply methods or procedures that encourage workforces to support sustainability and environment matters in the workplace			
		2.3	Explain how a culture of environmental awareness and support for sustainability in the workforce can be encouraged			
		2.4	Give reasons why a culture of environmental awareness and support for sustainability in the workforce should be encouraged			
3	Delegate duties for environmental management and monitoring sustainable work methods	3.1	Evaluate environmental management requirements of projects and determine numbers and types of people needed			
		3.2	Assign environmental management duties to selected people			
		3.3	Inform the people selected of the monitoring activities to be undertaken in the workplace on sustainable work methods			
		3.4	Explain how and why duties for environmental management and monitoring sustainable work methods should be delegated			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Assess the significance of environmental factors as they affect the project and take appropriate action	4.1	Consider at least four of the following environmental factors when ongoing work activities are being assessed: - appearance - ecological - natural conservation - historical conservation - noise - emissions to air, land and water - sustainable, economic and social - traffic management - waste management and recycling			
		4.2	Evaluate the impact of work on the environment and apply corrective measures to eliminate or reduce effects on environmental factors			
		4.3	Explain ways of assessing significance of environmental factors as they affect projects and describe what actions ought to be taken			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Monitor project work against sustainability requirements and take appropriate action to ensure progress	5.1	Assess ongoing project work against at least four of the following sustainability requirements: – 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			
		5.2	Define the term sustainability and list the factors that make up sustainability requirements			
		5.3	Evaluate results of project work monitoring and apply corrective measures which maintain sustainability requirements and progress of work			
		5.4	Explain ways and techniques of monitoring project work against sustainability requirements and how to take appropriate action to ensure progress			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Record good practice in environmental management and sustainable methods of work and make recommendations to people responsible	6.1	Document results from workplace sustainability and environmental evaluations			
		6.2	Identify good practice achieved on relevant activities and inform at least three of the following people responsible: – the client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – internal management			
		6.3	Describe ways of recording good practice in environmental management and sustainable work methods			
		6.4	Explain methods and techniques of making recommendations of good practice to the people responsible			

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

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	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	1.1	Maintain, verify and update the project or operation plan using at least four of the following sources of information: – 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			
		1.2	Describe different ways of assembling information needed for the preparation of the project or operation plan			
		1.3	Explain techniques that can be used to clarify project information that is not clear			
		1.4	Explain the procedures that can be implemented that keeps project or operation information up to date			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	Give reasons why information should be assembled, clarified and kept up to date, and explain the consequence if this is not undertaken			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Identify factors for consideration, record them and pass them on to people who may be affected	2.1	Identify and record preparation information in which at least four of the following factors have been considered: – occupiers – near neighbours – public access – site conditions – environment considerations – vehicular access – security and trespass – public utilities – heritage status – sustainability			
	2.2	Distribute relevant preparation information to those needing that information			
	2.3	Explain how relevant factors for consideration should be identified and recorded when planning preparations for sites or operations			
	2.4	Explain different ways of passing on records of factors considered to people who will be affected			
	2.5	Give reasons why considered and recorded factors should be passed onto people affected and explain possible consequences should this not be done			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify access and egress points for the site and works which are safe, convenient and minimise disruption	3.1	Plan traffic management systems that include chosen and agreed site and work access and egress points			
		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			
		3.3	Explain the methods of and factors that should be identified when preparing traffic management plans			
4	Organise the resources required for the preparation of site or work operations	4.1	Assign at least four of the following resources in order to prepare sites or activities: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers			
		4.2	Explain how resources for sites or activities should be organised			
		4.3	Explain different methods that allows for the assigning of resources for site or operational preparations			
		4.4	Explain how resources used in sites or operations preparation can be utilised into project work or activities			

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Plan the site or area layout for operational purposes and pass information about the plans to the people on the site	7.1	Identify and arrange the layout of sites or areas for work operations to take place			
		7.2	Identify and arrange required resources and delivery of materials, storage areas for materials and waste collection locations for projects or operations			
		7.3	Identify and arrange recycling procedures for sites or operations			
		7.4	Record and arrange that information about site or operation layouts are communicated to relevant people			
		7.5	Explain how and why the site or area layout should be planned for operational purposes			
		7.6	Describe the factors that should be taken into account when planning the layout of sites or areas for operations			
		7.7	Explain methods and techniques of communicating information about site or area layout plans			
		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			

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

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify major activities, determine the resources needed from the information available and prepare draft work programmes and schedules	1.1	Determine and investigate major site activities on various projects			
		1.2	Identify the required resources for major site activities from available project information			
		1.3	Plan initial work programmes and schedules for various projects ensuring that activities and resources meet project requirements			
		1.4	Explain ways that allows major work activities to be identified			
		1.5	Explain how needed resources can be determined from the information available			
		1.6	Explain how draft programmes and schedules can be prepared and why they need to be prepared			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Evaluate alternative methods, resources and systems in order to select the best solution to meet project requirements	2.1	Examine current production methods, resources and systems			
		2.2	Evaluate findings of production methods, resources and system examinations to identify alternative methods, resources and systems			
		2.3	Explain ways that can evaluate alternative work methods, resources and systems			
		2.4	Describe how the best solutions to meet project requirements can be selected			
		2.5	Describe the factors that determine project requirements			
3	Obtain clarification and advice where the resources needed are not available	3.1	Consult with at least two of the following to gain advice on lack of suitable resources: – the client, customer or their representative – consultants – project team partners – workforce – technical and trade literature			
		3.2	Explain how clarification and advice can be obtained when the resources needed are not available, and who with			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Analyse the activities against project requirements and the requirements of external factors	4.1	Examine work activities against project requirements for various projects			
		4.2	Identify the effects of at least four of the following external factors on project requirements: – other related programmes – supply lead times – contingencies – special working conditions – weather conditions – statutory limitations – site conditions – environmental considerations – customers			
		4.3	Explain how work activities can be analysed against project requirements			
		4.4	Describe ways that external factors can be identified and considered			
		4.5	Explain how work activities can be analysed against external factors			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	5.1	Identify the duration of project activities			
		5.2	Investigate and identify work activities that influence each other			
		5.3	Schedule the sequence of work activities in order to use resources effectively			
		5.4	Describe how durations of programmes and schedules can be calculated			
		5.5	Explain how to identify work activities that can influence each other			
		5.6	Explain methods that can make best use of resources when sequencing activities logically and realistically			
6	Ensure the production of detailed programmes and schedules of planned activities which are consistent with the complexity of the project	6.1	Specify work programmes and schedules that consist of at least two of the following: - bar charts - network analysis - critical activities - action lists - resource schedules			
		6.2	Explain how the production of detailed programmes and schedules are ensured			
		6.3	Explain methods that ensure programmes and schedules of planned activities are consistent with the complexity of the project			

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

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	8.1	Examine work activities and compare to works programmes and schedules			
		8.2	Identify alterations to work programmes caused by circumstances, and calculating cost and time benefits for required changes			
		8.3	Seek and obtain decision-maker's endorsement of changes to the works programmes and schedules			
		8.4	Explain how alterations to works programmes and schedules can be identified			
		8.5	Describe ways of ensuring that alterations to work programmes and schedules meet changed circumstances			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Ensure that the specification of the selected plant, equipment or machinery meets the needs of the project before deployment	1.1	Review the specifications for plant, equipment or machinery and evaluate against project or operational requirements			
		1.2	Describe ways of ensuring that the specifications for plant, equipment or machinery meet the needs of the project or operation before deployment			
		1.3	Explain why it is important that the plant specification meets the needs of the project or operation			
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	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			
		2.2	Explain how to ensure that plant, equipment or machinery complies with current legislation and why			
		2.3	Carry out checks on the competence of people who will set up, operate and maintain plant, equipment or machinery			
		2.4	Explain the methods of checking competence of those setting up, operating and maintaining plant, equipment or machinery			
		2.5	Give reasons as to why competences of those setting up, operating and maintaining plant, equipment or machinery should be checked			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Implement a system to update the deployment and allocation of plant, equipment or machinery, and operators, as the project progresses or changes occur	3.1	Devise and action a system that tracks the deployment, allocation and use of plant, equipment or machinery			
		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 progresses or changes occur			
		3.3	Explain why a system for updating the deployment and allocation of plant, equipment or machinery is needed			
		3.4	Make recommendations on the use of alternative types of plant, equipment or machinery to decision-makers			
		3.5	Describe ways of recommending alternatives to decision-makers			
4	Identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment	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: – methods of work – risk assessment – safe use and storage of tools – safe use and storage of materials – traffic management – emergency plans			
		4.2	Explain the various methods of identifying hazards and assessing risks arising from the use of plant, equipment or machinery			
		4.3	Describe ways to implement measures to protect people and the environment			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Ensure the appropriate storage, servicing and maintenance of plant, equipment or machinery to meet operational and statutory requirements	6.1	Arrange the storage, servicing and maintenance of plant, equipment or machinery			
		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: – health, safety and welfare of the workforce and others – operational efficiency – security of resources – obligations to third parties – regulatory authorities – contractual commitments			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	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: – formal – informal – coached – mentored – vocationally qualifying			
		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			
		7.3	Describe ways of obtaining information on ranges of learning activities			
		7.4	Explain how the learning development for plant supervisors, operators and users can be arranged			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
8 Encourage those involved or affected by plant, equipment or machinery operations to suggest improvements in safe operations	8.1	Provide opportunities to at least four of the following in order to suggest improvements in safe operations: – supervisors – operators – users – other members of the workforce – members of the public – occupiers – neighbours – visitors – organisational representatives – hire firm(s), companies or agents			
	8.2	Explain how to encourage those involved or affected by plant, equipment or machinery operations to suggest safe improvements			
	8.3	Explain why encouragement is needed in suggesting improvements to plant, equipment or machinery operations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Ensure that plant, equipment or machinery which is no longer needed is returned or removed	9.1	Make arrangements to allow plant, equipment or machinery to be, or specified to be, removed or returned			
		9.2	Describe the various methods of ensuring that plant, equipment or machinery not needed is returned or removed			
		9.3	Give reasons why plant, equipment or machinery should be returned or removed when not required			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

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.

Unit 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.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Identify opportunities to standardise supplies of materials	2.1	Seek ways of standardising supplies that can improve at least one of the following: – economy of usage – cost – environmental impact – sustainability			
		2.2	Explain ways that opportunities for standardising supplies of materials can be identified			
		2.3	Explain how standardisation of materials can assist projects			
		2.4	Give reasons why opportunities for material standardisation should be considered			
		3.1	Identify and confirm supplies of required materials against delivery schedules			
3	Check with the delivery schedule and users to confirm what supplies of materials are needed and ensure appropriate orders are prepared	3.2	Carry out checks that ensure appropriate orders are prepared			
		3.3	Explain methods of checking delivery schedules and with users so that material needs are identified			
		3.4	Describe ways that can ensure appropriate orders are prepared			
		3.5	Give reasons why checks must be made to ensure appropriate orders are prepared			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.3	Establish at least three of the following factors used in materials control: – quality – quantity – payment to suppliers – approval by client, customer or their representative – programming – cost		
	5.4	Identify improvements that can be made to material supply using information from monitoring systems		
	5.5	Explain how systems, that cover all necessary factors to monitor the delivery schedules, can be implemented		
	5.6	Explain how systems that can monitor the performance of suppliers against the agreed supply requirements can be implemented		
	5.7	Describe how identified improvements to delivery schedules can be recorded		
	5.8	Give reasons why the delivery schedule and performance of suppliers should be monitored		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Identify problems with supply, record them and take action to resolve them	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Identify changes likely to result in over or under supply and modify the delivery schedule to minimise disruption to the programme	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify organisational and communication needs for the project	1.1	Examine and establish project communication requirements for projects that meets organisational needs			
		1.2	Consider at least four of the following organisational and communication systems when identifying communication needs: – 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			
		1.3	Explain how suitable organisational and communication systems can be identified for projects			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Establish systems and procedures which are compatible with those used by the client, customer or their representative and the supply chain	2.1	Identify and implement communication systems and procedures that are compatible with clients, customers or their representatives, and supply chain systems			
		2.2	Manage, administer and control operational communication systems and procedures			
		2.3	Explain ways that systems, compatible with those used by clients, customers or their representatives and supply chains, can be established and introduced			
		2.4	Explains methods of establish communication and organisational systems that will enable clear effective management, administrative and operational controls			
		2.5	Give reasons why communication and organisational systems, that will be compatible and provide control, are needed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Produce project information and circulate it to people and organisations that have an interest	3.1	Identify information needed for the project			
		3.2	Produce project information in relevant formats that will support the project			
		3.3	Distribute relevant project information on least one of the following to people that have an interest: – information on people's roles – details on people's responsibilities – details of the organisational structure			
		3.4	Describe ways that accurate and unambiguous information about people's roles and responsibilities, the project and the organisational structure can be produced			
		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			
		3.6	Give reasons why information on people's roles and responsibilities is important to people and organisations that have an interest			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Establish methods of communication between people and organisations that have an interest	4.1	Identify people and organisations that have interest or need relevant project information			
		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: – oral – written – graphic – electronic			
		4.3	List and describe who would likely to be included when establishing communication methods for projects			
		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			
		4.5	Explain why methods of communicating, reporting, recording and retrieving information between interested people and organisations should be established			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Use information received to make improvements to the organisation of the project and the communication systems	6.1	Gather relevant information about project organisation and communication systems			
		6.2	Establish where communication systems and project organisation can be improved			
		6.3	Implement processes that can improve communication systems and project organisation			
		6.4	Explain how possible improvements to methods of communicating and organisational systems can be identified			
		6.5	Give reasons why established systems should be improved			
7	Prepare for and manage meetings to meet objectives	7.1	Prepare agendas, arrange venues, contact attendees in good time and agree objectives to be achieved during the meeting			
		7.2	Meet with stakeholders and colleagues, and facilitate constructive contributions and balanced and informed discussions on agenda items from attendees during the meeting			
		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			
		7.4	Explain how meetings should be managed that ensures objectives are met			
		7.5	Describe the different types of meetings that can be undertaken with stakeholders and colleagues			

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			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 17:

Establishing Project Dimensional Control Criteria in the Workplace

Unit reference number: R/600/7354

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 establishing project dimensional control criteria in the workplace within the relevant sector of industry.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Obtain relevant survey information, check that it is up to date and accurate, and resolve any problems	1.1	Collect, collate and analyse latest survey information for given projects			
		1.2	Identify and resolve at least two of the following problems when analysing survey information: – unclear information – missing information – inconsistencies between documents – errors			
		1.3	Explain ways that relevant survey information can be obtained			
		1.4	Explain how survey information can be checked to ensure it is up to date and accurate			
		1.5	Explain how problems with survey information can be resolved and why problems need to be resolved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Correlate and interpret information on project work which is relevant to dimensional control	2.1	Interpret appropriate dimensional control information and calculations for given projects			
		2.2	Correlate dimensional control information and calculations against relevant project work			
		2.3	Describe factors which determine dimensional control information			
		2.4	Explain how information on project work can be correlated with dimensional control information			
		2.5	Explain methods that can interpret information on project work which is relevant to dimensional control information			
		2.6	Give reasons why information on project work, which is relevant to dimensional control information, needs to be correlated and interpreted			
3	Ensure that variations are identified between the specified and the actual site dimensions, record them accurately and circulate them to decision-makers	3.1	Establish variations between actual and specified site dimensions on given projects			
		3.2	Document identified variations of actual and specified site dimensions following organisational procedures			
		3.3	Distribute identified variations of actual and specified site dimensions to relevant decision-makers			
		3.4	Describe possible causes of variations between specified and actual site dimensions			
		3.5	Explain how variations between the specified and the actual site dimensions can be identified			
		3.6	Explain ways of recording variations between the specified and the actual site dimensions			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Ensure that measuring and recording equipment is maintained to meet the specified accuracy criteria	6.1	Establish the checks that are required to maintain and use measuring and recording equipment			
		6.2	Ensure that maintenance and user checks are carried on relevant measuring and recording equipment in accordance with relevant requirements			
		6.3	Explain how typical measuring and recording equipment used to establish dimensional control is used maintained			
		6.4	Give reasons why specific measuring and recording equipment should be selected for given projects			
7	Record any dimensional control information which may be of later use, and store it securely	7.1	Identify and note the following when establishing and checking dimensional control information: - dimensions - locations - levels - deviations			
		7.2	Appropriately identify and securely store dimensional control information following organisational procedures where information can be retrieved for future use			
		7.3	Explain the methods and procedures that can be used to record and store dimensional control information which may be of later use			

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

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Implement appropriate quantities and cost control systems which are able to provide early warning of problems	1.1	Plan and implement at least one of the following appropriate quantities and cost control systems on given projects: - contractual procedures and meetings - operational procedures and meetings - electronic records			
		1.2	List and describe the factors that determine quantities and cost data			
		1.3	Explain how appropriate project quantities and cost control systems, which will provide early warnings of problems, can be implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	2.1	Gather and collate information relating to quantities and costs on at least four of the following resources on a frequent basis: – 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			
		2.2	Document the findings of quantities and costs using appropriate formats and pass appropriate responsible people following organisational timescales			
		2.3	Explain methods that allows for quantities and cost data to be collected and recorded for the project and the resources used			
		2.4	Explain how to ensure that data is passed on to the people responsible in time for them to use it			

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 ensures that cost calculations for given projects are undertaken			
		3.2	Implement and monitor systems that ensures 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
5	Ensure that variations and trends in quantities and cost data are identified, quantified and costed	5.1	Plant and implement monitoring systems that will identify variations and trends in costs and quantities for given projects			
		5.2	Quantify and identify costs created by identified variations or trends in cost data and quantities			
		5.3	Explain how to ensure that variations and trends in quantities and cost data are identified, quantified and costed			
		5.4	Give reasons why trends in cost and quantities and cost data need to be quantified			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Ensure that any variations are investigated and agree and implement appropriate corrective action with people responsible	6.1	Carry out investigations on identified variations in project quantities and costs and discuss with people responsible			
		6.2	Seek and gain approval in order to implement at least one of the following corrective actions: – restore progress in accordance with agreed programme – agree new completion dates – initiate contract claim – secure additional resources – alter planned work			
		6.3	Explain how to ensure that variations in cost data are investigated and explain why variations in cost data need to be investigated			
		6.4	Explain methods and techniques of agreeing and implementing appropriate corrective actions with people responsible which will restore costs and expenditure to budget			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Identify opportunities for cost savings and recommend them to people responsible	7.1	Implement systems and processes that can identify opportunities for cost savings on given projects on at least two of the following: – 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			
		7.2	Suggest opportunities for cost savings using suitable formats to people responsible			
		7.3	Explain how opportunities for cost savings can be identified			
		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			
		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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Promote the value of making improvements from feedback and encourage the collection of feedback	1.1	Devise processes that will promote, to others, the value of making and collecting feedback that can allow improvements to work progress			
		1.2	Encourage the collection of work improvement feedback from others from at least six of the following information sources: – 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			
		1.3	Explain ways of promoting the value of making improvements from feedback received from information sources			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.4	Explain methods that can encourage the collection of feedback from information sources			
	1.5	Give reasons why the collection of feedback from information sources should be encouraged			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Ensure feedback information from relevant methods or sources is obtained, investigated and assessed	2.1	Collect feedback information from at least three of the following methods or sources: – project records and documentation – site inspections – scientific research and data – studies of performance in use – meetings – questionnaires – reports			
		2.2	Collate and evaluate feedback information using organisational or other methods to identify improvements to work progress			
		2.3	Explain ways that ensures that feedback from information sources is obtained using various methods and other sources			
		2.4	Explain methods that allows for the investigation and assessing of feedback from information sources using various methods and other sources			
		2.5	Give reasons why feedback from information sources needs to be investigated and assessed			

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

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

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Confirm the work requirements of planning highway maintenance or repair activities	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: Maintenance: – scheduled and preventative – unscheduled and corrective – emergency Repair: – structure – surface – materials – markings – fittings – power and light – drainage – telecommunications – special services and equipment – landscaping			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
		- traffic controls - fencing Highways: - 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
2	Identify and review influencing factors and guidance material about the work environment	2.1	Consider at least three of the following influencing factors when planning highway maintenance or repair activities: – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations – weather conditions			
		2.2	Examine at least two of the following guidance materials when planning highway maintenance or repair activities: – owner's manuals – logbooks – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance			
		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			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors	4.1	Review and update pre-determined maintenance or repair priorities by taking into account of at least four of the following changing circumstances: - 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			
		4.2	Explain methods that allow priorities to be amended when influencing factors have been taken into account			
		4.3	Explain how changing circumstances can be accounted for when planning maintenance and repair activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prepare plans or schedules of maintenance activities and negotiate and agree them with decision-makers	5.1	Identify, analyse and produce plans or schedules for at least three of the following maintenance or repair activities: – regular programmes – tendered works – responsive works – cost estimated works – winter maintenance – traffic maintenance (signing, lighting and guarding)			
		5.2	Explain how plans and schedules can be prepared for maintenance activities			
		5.3	Explain methods and techniques of negotiating and agreeing plans and schedules with decision-makers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify and use current legislation and official guidance to implement systems or procedures that will deliver and improve customer service	1.1	Apply at least four of the following to customer service systems or procedures: – current legislation – official guidance – organisational procedures – specifications – drawing – instructions and variations – feedback processes			
		1.2	Seek ways of improving customer service whilst implementing customer service systems and procedures			
		1.3	Describe ways that current legislation and official guidance relevant to customer service can be identified			
		1.4	Explain how identified information can be used for implementing customer service systems or procedures			
		1.5	Explain methods that can effectively deliver and improve customer service			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Prepare to deal with customers in order to give consistent and reliable service	2.1	Examine current customer procedures and systems to identify if they provide consistent customer service			
		2.2	Implement and use systems or procedures that will provide reliable and consistent service that promotes customer's confidence			
		2.3	Explain methods that can provide consistent levels of customer service			
		2.4	Explain how systems or procedures can be used effectively to provide a reliable level of customer service			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Work with others to resolve customer problems, communicate with customers and check that they are satisfied with the actions taken	3.1	Identify and find solutions to construction-based customer problems			
		3.2	Communicate with customers whilst resolving problems using at least two of the following mediums: – electronic – verbal – written – via a second person – feedback documents – group meetings			
		3.3	Undertake at least two of the following actions that will ensure that customers are satisfied that problems are or will be solved: – corrective – referral – investigative – reactive – proactive			
		3.4	Explain how best to work with others which can resolve customer service problems			
		3.5	Describe different methods and techniques of communicating and dealing with customers			
		3.6	Explain what checks can be undertaken to ensure that customers are satisfied with actions taken			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Inform the people responsible about changes to customer service systems or procedures that will reduce the chance of problems being repeated	6.1	Identify repeat problems in customer service, and amend customer service systems or procedures to minimise chances of problems being repeated			
		6.2	Communicate with at least two of the following people responsible to inform them that systems or procedures have been amended: – the client, the customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – internal management			
		6.3	Explain the measures that could be taken to identify repeat problems with customer service			
		6.4	Explain methods that allow changes to customer service systems or procedures which can reduce the chance of problems being repeated			
		6.5	Describe how to effectively inform people responsible about amendments to systems or procedures			

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: _____
(if sampled)

Date: _____

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm project requirements and consult with stakeholders and develop and agree a handover programme	1.1	Confirm that project requirements have met stakeholder's expectations			
		1.2	Undertake consultation with stakeholders to negotiate handover arrangements			
		1.3	Develop and agree a handover programme			
		1.4	List and describe typical project requirements that must be met for handover purposes			
		1.5	Explain how project requirements for developing handover programmes can be confirmed			
		1.6	Explain ways of consulting with stakeholders when developing and agreeing a handover programme			
		1.7	Give reasons why you need a handover programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Check that project requirements have been met, or record outstanding work in order to agree and arrange a satisfactory completion	2.1	Identify work that may need to be completed against the requirements of the project			
		2.2	Note outstanding work, defects or remedial activities that fail to meet project requirements			
		2.3	Agree and organise work activities that can complete outstanding work to ensure that the project requirements have been met			
		2.4	Explain checks that can be made to ensure project requirements are met			
		2.5	Explain how outstanding work, in order to agree and arrange a satisfactory completion, can be recorded			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Ensure that stakeholders' respective responsibilities are accepted and adopted	5.1	Establish and confirm that stakeholders will accept responsibility on handover for at least three of the following: – insurance – security – operations – health and safety – utility supply – environment – sustainability			
		5.2	Explain how to ensure that stakeholders accept and adopt responsibilities on handover			
		5.3	Explain why stakeholders need to accept their responsibilities on handover			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Assemble and hand over appropriate documentation in accordance with the project	6.1	Collate and prepare appropriate and relevant documentation for at least one of the following: – systems – services – equipment			
		6.2	Arrange for and/or hand over assembled documentation that meets agreed project requirements			
		6.3	Explain how appropriate documentation can be assembled in accordance with the project requirements			
		6.4	Describe methods of handing over appropriate documentation			
		6.5	Give reasons why appropriate documentation should be assembled and handed over for the project			

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Implement regular inspections to confirm the project requirements for the maintenance or remedial activities for property, systems or services	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: - scheduled - unscheduled - preventative - corrective - emergency - Property, systems or services: - highways - traffic controls - structures - external structure - internal structure - historical or preservation interests - internal fabric - external fabric services - utilities and services			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	- landscaping - utilities and services - landscaping			
	1.2 Explain how project requirements for maintenance or remedial work of property, systems or services can be confirmed			
	1.3 Explain who must be consulted with when confirming project requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Identify and review influencing factors and guidance material about the property, system or service	2.1 Evaluate at least four of the following influencing factors when determining maintenance or remedial activities: - 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
	2.2	Examine at least three of the following guidance materials when determining maintenance or remedial activities: – plans, drawings or diagrams – owner's manuals – logbooks – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance – historical data – existing records		
	2.3	Explain how influencing factors can be identified and reviewed		
	2.4	Explain methods that influencing factors and guidance materials can be identified and reviewed		
	2.5	Give reasons why influencing factors need to be identified and reviewed against guidance materials		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prioritise maintenance or remedial activities to take account of influencing factors whilst maintaining consistency	3.1	Plan and prioritise maintenance or remedial activities taking identified influencing factors into account			
		3.2	Amend priorities for maintenance or remedial activities priorities having taken into account of at least four of the following changing circumstances: – 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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	Explain how influencing factors can be assessed and accounted for and why they need to be assessed and accounted for			
	3.4	Explain how to prioritise maintenance or remedial activities			
	3.5	Give reasons why maintenance or remedial activities need to be prioritised			
	3.6	Explain ways of accounting for changing circumstances			
	3.7	Describe how priorities can be amended when reviewing influencing factors			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Ensure maintenance or remedial activity records of actions carried out and data collected are current	4.1	Complete and/or arrange maintenance or remedial activity records for four of the following activities and data: – inspections – faults or problems – corrective actions – costs – resources – complaints – delays			
		4.2	Monitor maintenance or remedial activity records to ensure they are up to date			
		4.3	Give reasons why records of activities and data, carried out and collected, for maintenance or remedial activities/work need to be current			
		4.4	Explain ways of ensuring that records of activities and data are current			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Identify, assess and maintain the necessary resources for maintenance or remedial activities	5.1	Acquisition and maintain at least two of the following resources when planning and scheduling maintenance or remedial activities: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers		
	5.2	Describe how the necessary resources for maintenance or remedial activities can be identified		
	5.3	Explain how to assess the quantity and quality of resources for maintenance or remedial activities		
	5.4	Explain ways and methods that maintain necessary resources for the maintenance or remedial work of property, systems or services		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Prepare plans and schedules of maintenance or remedial activities and negotiate and agree them with decision-makers	6.1	Plan and schedule at least three of the following maintenance or remedial activities: – 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		
	6.2	Discuss and gain agreement of prepared plans and schedules with decision-makers		
	6.3	Explain how plans and schedules can be prepared for maintenance or remedial activities		
	6.4	Explain methods of negotiating and agreeing plans and schedules with decision-makers		
	6.5	Give reasons why plans and schedules for maintenance or remedial activities are needed		

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

Unit 24: Planning Historical Conservation/Restoration Activities in the Workplace

Unit reference number: K/505/7683

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Confirm the work requirements against the information supplied when planning historical conservation/restoration activities	1.1 Identify and establish at least two of the following historical conservation/restoration activities against at least five of the following information sources: Activity: – roofing – lead work – bricklaying and craft masonry – earth walling – stonemasonry – decoration – plastering – wall and floor tiling – carpentry and joinery – specialist heritage activities Information sources: – survey reports – drawings, schedules and specifications – contractual			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
		– statutory consents – risk assessments and method statements – programmes – sub-contractor arrangements – health, safety and environmental plan – archaeological watching brief – material suppliers – historical conservation plans			
	1.2	Explain how work requirements for historical conservation/restoration work can be confirmed			
	1.3	Explain who needs to be consulted when confirming work requirements for historical conservation/restorations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Identify and review influencing factors and guidance material about the work environment	2.1	Consider at least three of the following influencing factors when planning historical conservation/restoration activities: – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations – weather conditions			
		2.2	Examine at least two of the following guidance materials when planning historical conservation/restoration activities: – owner's manuals – logbooks – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance			
		2.3	Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them			
		2.4	Give reasons why influencing factors should be reviewed against guidance materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prioritise activities by assessing and accounting for all the influencing factors	3.1	Prioritise historical conservation/restoration activities whilst considering influencing factors			
		3.2	Explain methods that can assess and account for influencing factors when planning historical conservation/restoration activities			
		3.3	Explain the factors that need to be taken into account when prioritising historical conservation/restoration activities			
		3.4	Give reasons why historical conservation/restoration activities should be prioritised			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors	4.1	Review and update pre-determined historical conservation/restoration priorities by taking into account at least four of the following changing circumstances: – 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			
		4.2	Explain methods that allow priorities to be amended when influencing factors have been taken into account			
		4.3	Explain how changing circumstances can be accounted for when planning historical conservation/restoration activities			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Prepare plans or schedules and negotiate and agree them with decision-makers	5.1	Identify, analyse and produce plans or schedules for at least three of the following historical conservation/ restoration activities: - roofing - lead work - bricklaying and craft masonry - earth walling - stonemasonry - decoration - plastering - wall and floor tiling - carpentry and joinery - specialist heritage activities		
		5.2	Explain how plans and schedules can be prepared for historical conservation/restoration activities		
		5.3	Explain methods and techniques of negotiating and agreeing plans and schedules with decision-makers		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

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.

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm the work requirements when planning demolition activities against the information supplied	1.1	Identify and establish at least two of the following demolition activities against at least five of the following information sources: Demolition activity: – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition Information sources: – 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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
		- Type 3 asbestos survey - service disconnection certificates - utilities survey report			
	1.2	Explain how work requirements for demolition activities can be confirmed against information sources			
	1.3	Explain who needs to be consulted when confirming work requirements for demolition activities			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Identify and review influencing factors and guidance material about the work environment	2.1	Consider at least three of the following influencing factors when planning demolition activities: – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations – weather conditions			
	2.2	Examine at least two of the following guidance materials when planning demolition activities: – owner's manuals – logbooks – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance			
	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			
	2.4	Give reasons why influencing factors should be reviewed against guidance material			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prioritise activities by assessing and accounting for all the influencing factors	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors	4.1	Review and update pre-determined demolition activity priorities by taking account of at least four of the following changing circumstances: – 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			
		4.2	Explain methods that allow priorities to be amended when influencing factors have been taken into account			
		4.3	Explain how changing circumstances can be accounted for when planning demolition activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prepare plans or schedules and negotiate and agree them with decision-makers	5.1	Identify, analyse and produce plans or schedules for at least three of the following demolition activities: – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition			
		5.2	Explain how plans and schedules can be prepared for demolition activities			
		5.3	Explain methods and techniques of negotiating and agreeing plans and schedules with decision-makers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 26: Planning Tunnelling Activities in the Workplace

Unit reference number: T/602/6155

QCF level: 6

Credit value: 12

Guided learning hours: 40

Unit summary

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

Unit 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.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm the work requirements when planning tunnelling activities against the information supplied	1.1	Identify and establish two of the following tunnelling activities against five of the following information sources: Tunnelling activity: – mobile plant and machinery operations – back up services installation, maintenance or removal – spoil removal – access equipment erection, maintenance or removal – pipejacking operations – micro tunnelling operations – excavation and installation of supports – shaft and tunnel construction – tunnel transport – spraying concrete lining – operating separation plant – temporary works – lifting loads			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
		Information sources: – survey reports – site investigations – drawings, schedules and specifications – contractual – statutory consents – risk assessments and method statements – programmes – records about the competence of people			
	(1.2)	(Please note that the list below is a continuation of AC1.1, but has been entered under 'AC1.2' on the Ofqual Register) – sub-contractor arrangements – health, safety and environmental plan – material suppliers – tunnelling plans			
	1.3	Explain how work requirements for tunnelling activities can be confirmed against information sources			
	1.4	Explain who needs to be consulted when confirming work requirements for tunnelling activities			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Identify and review influencing factors and guidance material about the work environment	2.1	Consider three of the following influencing factors when planning tunnelling activities: – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations – weather conditions – ground conditions			
	2.2	Accurately examine two of the following guidance materials when planning tunnelling activities: – owner's manuals – logbooks – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance – organisational procedures – historical data			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning tunnelling activities			
		2.4	Give reasons why influencing factors should be reviewed against guidance materials			
3	Prioritise activities by assessing and accounting for all the influencing factors	3.1	Prioritise tunnelling activities appropriately whilst considering influencing factors			
		3.2	Explain methods that can assess and account for influencing factors when prioritising tunnelling activities			
		3.3	Explain the factors that need to be taken into account when prioritising tunnelling activities			
		3.4	Give reasons why tunnelling activities should be prioritised			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors	4.1	Review and update pre-determined tunnelling activity priorities by taking account of four of the following changing circumstances: – susceptibility to damage – safety requirements – need to inhibit and respond to deterioration – compromised operational effectiveness – weather conditions – unidentified obstructions – meeting current legislation – resources – security threats – ground conditions			
		4.2	Explain methods that allow priorities to be amended when influencing factors have been taken into account			
		4.3	Explain how changing circumstances can be accounted for when planning tunnelling activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prepare plans or schedules and negotiate and agree them with decision-makers	5.1	Identify, analyse and produce programmes, plans or schedules for three of the following tunnelling activities: – mobile plant and machinery operations – back up services installation, operations, maintenance or removal – spoil removal – access equipment erection, maintenance or removal – pipejacking operations – micro tunnelling operations – excavation and/or installation of supports – shaft and tunnel construction – tunnel transport – spraying concrete lining – operating separation plant – temporary works – lifting loads			
		5.2	Explain how plans and schedules can be prepared for tunnelling activities			
		5.3	Explain methods and techniques of negotiating and agreeing plans and schedules with decision-makers			

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

12 Further information and useful publications

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

- Edexcel: www.edexcel.com/contactus
- BTEC: www.btec.co.uk/contactus
- Pearson Work Based Learning:
www.edexcel.com/about-wbl/Pages/Contact-us.aspx
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website:
www.edexcel.com/quals/NVQ-competence-based-qcf/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website, www.edexcel.com

13 Professional development and training

Professional development and training

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

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

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

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

Training and support for the lifetime of the qualifications

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

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

To get in touch with our dedicated support teams please visit our website at: www.edexcel.com/contactus

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

Online forum

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

14 Contact us

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

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

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

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

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

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

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

Annexe A: Assessment strategy – ConstructionSkills

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

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

Introduction

This Assessment Strategy provides principles and guidance to awarding organisations so the assessment of units and qualifications with NVQ in the Qualifications and Credit Framework (QCF) title and SVQs is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, supervisory, technical, managerial and professional NVQ and SVQ units and qualifications. This Assessment Strategy is one of the strands of the ConstructionSkills' Construction Qualification Strategy. These principles are in addition to the requirements that awarding organisations must meet for the delivery of NVQ and SVQ units and qualifications as required by the qualification regulators' documentation. This consolidated Assessment Strategy provides the overarching principles as systems may vary from one awarding organisation to another. Awarding organisations must consistently put these principles into practice.

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

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

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

Principles

1. External quality control of assessment

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

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

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

2 Aspects to be assessed through performance in the workplace

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

2.2 Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence.

2.3 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A suggests standard evidence notes for awarding organisations.

3 How simulated working conditions may be used to assess competence

3.1 Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:

- there are hazards
- it is difficult to distinguish individual performance in team situations
- circumstances occur infrequently or long-term results are involved
- confidentiality is important
- there are organisational constraints.

3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. *Appendix A* suggests standard evidence notes for awarding organisations.

3.3 The ConstructionSkills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:

- tools, equipment and instruments
- materials
- types of contingencies
- standards and quality specifications
- real timescales
- quantities of work
- physical conditions
- relationships with people
- types of interaction
- communication methods and media
- information and data.

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

4 Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that assessors:

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

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

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

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

4.1.3 only assess in their acknowledged area of occupational competence

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

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

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

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

or hold one of the following:

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

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

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

4.2 Awarding organisations must ensure that internal verifiers:

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

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

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

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

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

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

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

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

or hold one of the following:

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

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

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

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

or one of the following:

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

4.3 Awarding organisations must ensure that external verifiers:

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

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

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

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

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

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

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

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

or hold one of the following

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

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

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

Level 3:

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

or one of the following

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

Level 4:

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

4.4 Selection and appointment of assessors and verifiers

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

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

All assessors should have experience as well as, not in lieu of, qualifications.

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

Appendix B1 — Additional Information to the Consolidated Assessment Strategy from the National Working Group for Controlling Lifting Operations

Part A: Clarification and guidance notes

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

Additional requirements for assessors of planning and supervising lifting operations

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

Supplementary guidance

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

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

Part B: Clarification on standards (NOS) content terminology

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

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

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

Clarification of NOS terminology for controlling lifting operations

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

Appendix B2 – Additional Information to the Consolidated Assessment Strategy from the Awarding Body Forum for Plant Operations

Clarification and guidance notes

Aspects to be assessed through performance in the workplace

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

Additional requirements for assessment in the workplace

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

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

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

Occupational expertise requirements for assessors

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

Additional requirements for assessors of plant operations

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

Supplementary guidance

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

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

Appendix C – Guidance on the use of simulation

Introduction

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

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

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

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

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

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

Annexe B: Personal, Learning and Thinking Skills mapping

PLTS	1 L5	2 L5	3 L6	4 L6	5 L6	6 L6	7 L6	8 L6	9 L4	10 L5	11 L6	12 L6	13 L6
Independent Enquirers													
1 identify questions to answer and problems to resolve													
2 plan and carry out research, appreciating the consequences of decisions													
3 explore issues, events or problems from different perspectives	•			•									•
4 analyse and evaluate information, judging its relevance and value									•				
5 consider the influence of circumstances, beliefs and feelings on decisions and events	•			•									
6 support conclusions, using reasoned arguments and evidence													
Creative Thinkers													
1 generate ideas and explore possibilities													
2 ask questions to extend their thinking													
3 connect their own and others' ideas and experiences in inventive ways													
4 question their own and others' assumptions													
5 try out alternatives or new solutions and follow ideas through													
6 adapt ideas as circumstances change													
Reflective Learners													
1 assess themselves and others, identifying opportunities and achievements		•						•	•				
2 set goals with success criteria for their development and work							•	•	•				
3 review progress, acting on the outcomes							•	•	•				
4 invite feedback and deal positively with praise, setbacks and criticism													
5 evaluate experiences and learning to inform future progress													
6 communicate their learning in relevant ways for different audiences								•					

PLTS	Units	1	2	3	4	5	6	7	8	9	10	11	12	13
		L5	L5	L6	L6	L6	L6	L6	L6	L6	L4	L5	L6	L6
Team Workers														
1	collaborate with others to work towards common goals		•	•	•	•	•	•		•	•	•	•	•
2	reach agreements, managing discussions to achieve results	•	•			•	•	•		•	•	•	•	
3	adapt behaviour to suit different roles and situations, including leadership roles	•	•	•	•									
4	show fairness and consideration to others	•	•							•	•		•	
5	take responsibility, showing confidence in themselves and their contribution		•	•	•	•		•		•				
6	provide constructive support and feedback to others	•	•				•			•		•		
Self-Managers														
1	seek out challenges or new responsibilities and show flexibility when priorities change													
2	work towards goals, showing initiative, commitment and perseverance					•	•	•	•			•		
3	organise time and resources, prioritising actions	•	•	•	•	•	•				•		•	
4	anticipate, take and manage risks			•		•						•	•	
5	deal with competing pressures, including personal and work-related demands													
6	respond positively to change, seeking advice and support when needed							•	•					
7	manage their emotions, and build and maintain relationships	•												
Effective Participants														
1	discuss issues of concern, seeking resolution where needed	•	•		•	•		•		•			•	
2	present a persuasive case for action	•			•	•	•	•					•	
3	propose practical ways forward, breaking these down into manageable steps	•	•	•	•	•	•					•	•	•
4	identify improvements that would benefit others as well as themselves	•	•	•		•	•	•		•				
5	try to influence others, negotiating and balancing diverse views to reach workable solutions	•	•					•			•			
6	act as an advocate for views and beliefs that may differ from their own							•						

PLTS	Units	14	15	16	17	18	19	20	21	22	23	24	25	26
		L5	L5	L6	L6	L6	L6	L6	L5	L6	L6	L6	L6	L6
Independent Enquirers														
1	identify questions to answer and problems to resolve													
2	plan and carry out research, appreciating the consequences of decisions													
3	explore issues, events or problems from different perspectives													
4	analyse and evaluate information, judging its relevance and value											•		
5	consider the influence of circumstances, beliefs and feelings on decisions and events													
6	support conclusions, using reasoned arguments and evidence													
Creative Thinkers														
1	generate ideas and explore possibilities													
2	ask questions to extend their thinking													
3	connect their own and others' ideas and experiences in inventive ways													
4	question their own and others' assumptions						•							
5	try out alternatives or new solutions and follow ideas through						•							
6	adapt ideas as circumstances change						•					•		
Reflective Learners														
1	assess themselves and others, identifying opportunities and achievements						•							
2	set goals with success criteria for their development and work													
3	review progress, acting on the outcomes													
4	invite feedback and deal positively with praise, setbacks and criticism													
5	evaluate experiences and learning to inform future progress	•					•							
6	communicate their learning in relevant ways for different audiences													

PLTS	Units	14 L5	15 L5	16 L6	17 L6	18 L6	19 L6	20 L6	21 L5	22 L6	23 L6	24 L6	25 L6	26 L6
Team Workers														
1	collaborate with others to work towards common goals	•		•			•		•	•				
2	reach agreements, managing discussions to achieve results	•		•					•	•				
3	adapt behaviour to suit different roles and situations, including leadership roles													
4	show fairness and consideration to others													
5	take responsibility, showing confidence in themselves and their contribution								•					
6	provide constructive support and feedback to others													
Self-Managers														
1	seek out challenges or new responsibilities and show flexibility when priorities change						•							
2	work towards goals, showing initiative, commitment and perseverance				•									
3	organise time and resources, prioritising actions	•						•			•	•	•	
4	anticipate, take and manage risks	•										•		
5	deal with competing pressures, including personal and work-related demands													
6	respond positively to change, seeking advice and support when needed													
7	manage their emotions, and build and maintain relationships													
Effective Participants														
1	discuss issues of concern, seeking resolution where needed			•					•					
2	present a persuasive case for action		•											
3	propose practical ways forward, breaking these down into manageable steps		•											
4	identify improvements that would benefit others as well as themselves	•	•	•	•	•	•	•	•				•	
5	try to influence others, negotiating and balancing diverse views to reach workable solutions		•	•				•			•	•	•	
6	act as an advocate for views and beliefs that may differ from their own													

February 2015

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

Edexcel is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.
VAT Reg No GB 278 537121**