Specification

Edexcel Level 3 NVQ Diploma in Construction Site Supervision (Construction) (QCF)

For first registration August 2010

A PEARSON COMPANY

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 NVQ Diploma in Construction Site Supervision (Construction) (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 3 NVQ Diploma in Construction Site Supervision (Construction) (QCF)	500/9130/X	01/08/2010

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

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

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

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

This title will replace the following qualification from 1st August 2010:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
EDEXCEL Level 3 NVQ in Construction Site Supervision	500/3751/1	01/04/2008	31/12/2010

Key features of the Edexcel Level 3 NVQ Diploma in Construction Site Supervision (Construction) (QCF)

This qualification:

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

The Edexcel Level 3 NVQ Diploma in Construction Site Supervision (Construction) (QCF) has been approved as a component for the Construction Apprenticeship framework.

What is the purpose of this qualification?

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

Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

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

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

- Bricklayer
- Carpenter/joiner
- Construction operative
- Painter and decorator
- Plasterer
- Plumber.

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

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

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Construction Site Supervision (Construction) (QCF)?

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

This qualification accreditation number provides pathways to the following qualifications:

Edexcel Level 3 NVQ Diploma in Construction Site Supervision - Building and Civil Engineering (Construction) - Learners must complete all units in Group A and all units in group C to achieve a minimum of 127 credits in total.

Edexcel Level 3 NVQ Diploma in Construction Site Supervision - Highways and Maintenance Repair (Construction) - Learners must complete all units in Group A, all units in group D1 and then select additional units from Group D2 to achieve a minimum of 131 credits in total.

Edexcel Level 3 NVQ Diploma in Construction Site Supervision - Residential Development (Construction) - Learners must complete all units in Group A, all units in group E1 and then select additional units from Group E2 to achieve a minimum of 123 credits in total.

Edexcel Level 3 NVQ Diploma in Construction Site Supervision - Conservation (Construction) - Learners must complete all units in Group A, all units in group F1 and then select additional units from group F2 to achieve a minimum of 131 credits in total.

Edexcel Level 3 NVQ Diploma in Construction Site Supervision - Demolition (Construction) - Learners must complete all units in Group A, all units in group G1 and then select additional units from group G2 to achieve a minimum of 131 credits in total.

Learners need not complete any units in group H to achieve this qualification.

Group A - Mandatory units for all pathways

H/600/7486 - Maintaining systems for health, safety, welfare and environmental protection in the workplace

T/600/7489 - Assessing and recommending work methods for carrying out site operations in the workplace

M/600/7491 - Planning activities and resources to meet work requirements in the workplace

F/600/7494 - Coordinating and organising the control of work in the workplace

L/600/7496 - Controlling work progress against agreed programmes in the workplace

Y/600/7498 - Allocating and monitoring the use of plant, equipment or machinery in the workplace

Pathway 1: Building and Civil Engineering

D/600/7079 - Developing and maintaining good occupational working relationships in the workplace

D/600/7518 - Maintaining supplies of materials to meet project requirements in the workplace

Y/600/7520 - Implementing communication systems for construction projects in the workplace

D/600/7521 - Maintaining the dimensional accuracy of work in the workplace

F/600/7527 - Controlling work against agreed standards in the workplace

J/600/7531 - Contributing to the control of work quantities and costs in the workplace

H/600/7536 - Co-ordinating preparation work for site or lifting operations in the workplace

D/600/7552 - Allocating work and checking people's performance in the workplace

Pathway2 : Highways and Maintenance Repair
Mandatory units

D/600/7518 - Maintaining supplies of materials to meet project requirements in the workplace

F/600/7527 - Controlling work against agreed standards in the workplace

M/600/7538 - Managing personal professional development in the workplace

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

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

T/600/7556 - Supervising highways maintenance or repair activities in the workplace

Optional units

D/600/7079 - Developing and maintaining good occupational working relationships in the workplace

Y/600/7520 - Implementing communication systems for construction projects in the workplace

D/600/7521 - Maintaining the dimensional accuracy of work in the workplace

J/600/7531 - Contributing to the control of work quantities and costs in the workplace

D/600/7552 - Allocating work and checking people's performance in the workplace

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

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

Pathway 3: Residential Development
Mandatory units

D/600/7518 - Maintaining supplies of materials to meet project requirements in the workplace

Y/600/7520 - Implementing communication systems for construction projects in the workplace

D/600/7521 - Maintaining the dimensional accuracy of work in the workplace

F/600/7527 - Controlling work against agreed standards in the workplace

A/600/7557 - Handing over property to recipients following construction or maintenance related activities in the workplace

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

Optional units

D/600/7079 - Developing and maintaining good occupational working relationships in the workplace

J/600/7531 - Contributing to the control of work quantities and costs in the workplace

H/600/7536 - Co-ordinating preparation work for site or lifting operations in the workplace

M/600/7538 - Managing personal professional development in the workplace

D/600/7552 - Allocating work and checking people's performance in the workplace

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

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

Pathway 4: Conservation
Mandatory units

D/600/7518 - Maintaining supplies of materials to meet project requirements in the workplace

Y/600/7520 - Implementing communication systems for construction Projects in the Workplace

D/600/7521 - Maintaining the dimensional accuracy of work in the workplace

F/600/7527 - Controlling work against agreed standards in the workplace

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

A/600/7560 - Supervising historical conservation/restoration activities in the workplace

Optional units

D/600/7079 - Developing and maintaining good occupational working relationships in the workplace

J/600/7531 - Contributing to the control of work quantities and costs in the workplace

H/600/7536 - Co-ordinating preparation work for site or lifting operations in the workplace

M/600/7538 - Managing personal professional development in the workplace

D/600/7552 - Allocating work and checking people's performance in the workplace

H/600/7553 - Identifying and enabling learning opportunities for given Work teams in the workplace

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

A/600/7557 - Handing over property to recipients following construction or maintenance related activities in the workplace

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

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

L/600/7563 - Supervising demolition activities in the workplace

Pathway 5: Demolition
Mandatory units

D/600/7079 - Developing and maintaining good occupational working relationships in the workplace

D/600/7552 - Allocating work and checking people's performance in the workplace

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

L/600/7563 - Supervising demolition activities in the workplace

Optional units

D/600/7518 - Maintaining supplies of materials to meet project requirements in the workplace

Y/600/7520 - Implementing communication systems for construction projects in the workplace

D/600/7521 - Maintaining the dimensional accuracy of work in the workplace

F/600/7527 - Controlling work against agreed standards in the workplace

H/600/7536 - Co-ordinating preparation work for site or lifting operations in the workplace

M/600/7538 - Managing personal professional development in the workplace

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

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

A/600/7557 - Handing over property to recipients following construction or maintenance related activities in the workplace

Additional units

Learners need not complete any units in this group to achieve the qualification

J/600/7531 - Contributing to the control of work quantities and costs in the workplace

H/600/7536 - Co-ordinating preparation work for site or lifting operations in the workplace

M/600/7538 - Managing personal professional development in the workplace

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

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

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

T/600/7556 - Supervising highways maintenance or repair activities in the workplace

A/600/7557 - Handing over property to recipients following construction or maintenance related activities in the workplace

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

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

A/600/7560 - Supervising historical conservation/restoration activities in the workplace

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

L/600/7563 – Supervising demolition activities in the workplace

How is this qualification graded and assessed?

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

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

This qualification is designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification have/has been included in *Annexe E*. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

- quality control of assessment

- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

Valid   relevant to the standards for which competence is claimed

Authentic   produced by the learner

Current   sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim

Reliable   indicates that the learner can consistently perform at this level

Sufficient   fully meets the requirements of the standards.

Types of evidence

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

- direct observation of the learner's performance by their assessor

- outcomes from oral or written questioning

- products of the learner's work

- personal statements and/or reflective accounts

- outcomes from simulation, where permitted by the assessment strategy

- professional discussion

- assignment, project/case studies

- authentic statements/witness testimony

- expert witness testimony

- reflective accounts

- evidence of Recognition of Prior Learning.

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

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

Additional Requirements

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

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

Unit format

Each unit in this specification contains the following sections.

Unit 1: Understanding the retail selling process

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

Unit reference number: F/502/5807

> This NDAQ code is a unique reference number for the unit.

QCF level: 3

> All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.

Credit value: 2

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours: 19

> A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.

Unit summary:

> This provides a summary of the purpose of the unit.

The unit provides the learner with an understanding of the retail selling process. It covers the communication process involved in the customer choosing products, the importance of good product knowledge and the part this plays in the selling process. There is also a focus on the legislation that applies in relation to selling and also how sales levels can be maximised.

Assessment requirements/evidence requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment recording:

> This provides a summary of the assessment recording methods to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
1 Understand how communication techniques can be used to help the customer choose products	1.1 Explain how communication techniques can be used to match product features and benefits to complex customer needs 1.2 Explain how communication techniques can be used to narrow the choice of products to those best suited to the customers needs	O observation Q&A questions and answers P learner products RA reflective accounts/ personal statements S simulation PD professional discussion A assignment, project/case studies WT witness testimony EPW expert witness evidence RPL Recognition of Prior Learning		

> Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

> The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

> The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

> The learner should give the date when the evidence has been provided.

Units

N025055– Specification – Edexcel Level 3 NVQ Diploma in Construction Site Supervision
(Construction) (QCF)–
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Unit 1: Maintaining systems for health, safety, welfare and environmental protection in the workplace

Unit reference number:	H/600/7486
QCF level:	3
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 maintaining systems for health, safety, welfare and environmental protection in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Encourage a culture of health, safety, welfare and environmental awareness.	1.1 develop initiatives which encourage a health, safety, welfare culture and consideration for the environment 1.2 explain the various methods that can encourage a culture of health, safety, welfare and consideration for the environment			
2 Identify and recommend opportunities for improving health, safety and welfare for people on site or for specific operations.	2.1 make recommendations following reviews that could improve health, safety or welfare on site or for specific operations 2.2 explain how to identify opportunities that will improve health, safety and welfare for people on site or for specific operations 2.3 describe the various methods to recommend improvements to health, safety and welfare systems			
3 Ensure the workforce and visitors to the site or specific operations are inducted and check the competence of those they are responsible for.	3.1 implement a system of checks to ensure that the workforce and visitors are inducted 3.2 explain the various methods of ensuring that the workforce and visitors to the site or specific operational area are inducted and give reasons why this is important 3.3 carry out checks to ensure that workers they are responsible for are competent for the relative tasks 3.4 explain the various methods of ensuring that workers they are responsible for are competent for the relative tasks and give reasons why this is important			

4 Maintain accurate and appropriate statutory notices and hazard warnings.	4.1 ensure relevant statutory notices and hazard warnings and clear, legible and concise 4.2 describe ways of maintaining statutory notices and hazard warnings			
5 Ensure the serviceability of health, safety, welfare and environmental protection equipment and resources in order to comply with current legislation.	5.1 carry out maintenance checks on at least five of the following health, safety, welfare and environmental protection equipment and resources: – protective equipment – protective clothing – first aid facilities and arrangements – welfare facilities – storage and security of materials and equipment – accident and incident reporting systems – fire fighting equipment – provision of health, safety and welfare 5.2 explain the various methods of conducting and recording maintenance checks on health, safety, welfare and environmental protection equipment and resources that meet the project, organisational and statutory requirements			
6 Implement systems which meet organisational and statutory requirements for the identification of hazards and reduction of risks; reporting accidents and emergencies and preventing recurrence.	6.1 develop and action a system that identifies hazards and reduces risk 6.2 explain the various methods of implementing systems that meet organisational and statutory requirements and which identifies hazards and reduces risks 6.3 develop and action a system that reports accidents and emergencies and is able to prevent recurrence 6.4 explain the various methods of implementing systems that meets organisational and statutory requirements for reporting accidents and emergencies, and operates to			

	prevent recurrence 6.5 give reasons for implementing an effective system to identify hazards, reduce risks and report accidents			
7 Check health, safety, welfare and environmental protection systems regularly in accordance with organisational and statutory requirements.	7.1 conduct regular checks to ensure compliance with the following organisational and statutory requirements: – construction specific health, safety, welfare and environmental legislation – recognised industry codes of practice – organisational procedures 7.2 explain the methods of checking health, safety, welfare and environmental protection systems 7.3 explain the methods of ensuring that health, safety, welfare and environmental protection complies with organisational and statutory requirements			
8 Identify and report any special site or operational conditions which do not comply with organisational and statutory requirements.	8.1 review and evaluate sites or operations to identify special conditions and report conditions which do not comply with current legislation 8.2 explain the methods of identifying and reporting special site conditions that do not meet organisational and statutory requirements			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 2: Assessing and recommending work methods for carrying out site operations in the workplace

Unit reference number:	T/600/7489
QCF level:	3
Credit value:	11
Guided learning hours:	40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in assessing and recommending work methods for carrying out site operations in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of assessing and recommending work methods for carrying out site operations to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify and use available project data to enable decisions on work methods to be made.	1.1 assess at least four of the following project data on various projects: – conditions of contract – bills of quantities or methods of measurement – specifications – drawings – health, safety and environmental plans – programmes – organisational requirements – instructions and variations 1.2 take into account at least three of the following when assessing various work methods: – sequencing and integration of work operations – organisation of resources (people, plant, materials and finances) – established construction techniques – temporary works – prefabrication and standardisation – working conditions 1.3 explain different methods of identifying project data 1.4 explain the different ways of assessing project data for identifying work methods 1.5 explain the factors that influence or define work methods			

2 Obtain more information from other sources where available project data is insufficient.	2.1 obtain additional project information by consulting at least two of the following sources: – client, customer or their representative – sub-contractors – suppliers – regulatory authorities – technical literature – trade literature 2.2 describe ways of obtaining additional information for project data from a variety of relevant sources 2.3 give possible reasons why project data may be insufficient			
3 Evaluate work methods against relevant technical and project criteria.	3.1 evaluate chosen work methods against at least seven of the following technical work criteria: – materials performance and availability – structural forms – occupancy – health, safety and welfare – fire protection – access – plant, equipment and people availability – transport logistics – environmental factors – waste management – seasonal weather conditions – sustainability – innovative materials, technologies and processes – site conditions 3.2 describe typical criteria that determine work methods for routine types of projects			

	3.3 explain different ways of evaluating work methods against a range of technical criteria and relevant project criteria			
4 Communicate work methods to decision makers.	4.1 advise and recommend work methods to decision makers 4.2 explain different ways of selecting appropriate work methods on relevant projects 4.3 explain different ways that work methods can be recommended to decision makers 4.4 outline the different communication methods that could be used to recommend work methods			
5 Analyse and quantify the selected work method for its activity content.	5.1 carry out an analysis of selected work methods on a range of projects which show checks on activity content against quantities of time, cost or resources 5.2 explain different ways of analysing selected work methods for activity content 5.3 explain ways of accurately quantifying selected work methods 5.4 describe the implications of inaccurately analysing and quantifying selected work methods			
6 Ensure a method statement is prepared and approved prior to commencement of work.	6.1 confirm and approve various method statements prior to relevant work taking place 6.2 explain different ways that can ensure method statements have been sufficiently prepared 6.3 explain the implications, factors and processes of approving method statements prior to commencing work			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 3: Planning activities and resources to meet work requirements in the workplace

Unit reference number: M/600/7491

QCF level: 3

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 planning activities and resources to meet work requirements in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Organise activities to make the most efficient use of the available resources.	1.1 plan and implement work activities that efficiently use at least four of the following resources: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers 1.2 explain different possible ways of organising work activities that can make the best use of resources 1.3 give reasons why work activities need to be organised to make the best use of resources 1.4 explain the effects on work programmes and schedules if resources are not effectively organised			
2 Evaluate alternative methods, resources and systems to select the best solution to meet programmes and schedules.	2.1 assess and identify a variety of effective solutions for alternative work methods, resources and systems to meet a range of programmes, operations and schedules 2.2 explain the different ways of evaluating alternative resources, methods and systems to meet work programmes, operations and schedules 2.3 explain the different methods of evaluating information in order to select best solutions to meet work programmes, operations and schedules			

3 Obtain clarification or advice from various sources where the resources needed are not available.	3.1 request and procure advice or clarification to determine required resources from at least three of the following: – client, customer or their representative – consultants – lift planner – project team – practice research – technical publications – trade literature – other team members 3.2 explain methods of selecting potential sources for clarification and advice for a range of work programmes 3.3 outline the types of information that could be gained from various information sources 3.4 explain the different methods of and reasons for obtaining clarification and advice when the resources needed are not available			
4 Analyse activities against project or operation data and the requirements of external factors.	4.1 examine a range of work activities using a production study, works study production analysis against three of the following external factors: – other related programmes – supply lead times – contingencies – special working conditions – statutory limitations – site conditions – availability of resources 4.2 explain how to identify resources and related information against project or operational data requirements			

	4.3 describe ways in which external factors can affect a programme, operation or schedule 4.4 explain the different methods of analysing work activities against project data, resources, related information and external factors 4.5 describe the effects external factors can have on programmes and schedules 4.6 explain the different methods of analysing work activities against resources and related information			
5 Update existing programmes and schedules of planned activities and suggest them to decision makers/persons responsible.	5.1 carry out updating on at least two of the following programmes or schedule content: – bar charts – critical analysis – action lists – method statements 5.2 inform decision makers/persons responsible of updates that should be made on works programmes and schedules 5.3 explain different methods of updating existing programmes and schedules 5.4 describe the possible effects on the project if programmes and schedules are not updated when factors change 5.5 describe the ways and means of suggesting updates to existing programmes and schedules to decision makers			
6 Implement systems to monitor and record works against programmes and schedules, and use the results to improve future production and planning.	6.1 monitor and record works being undertaken against given programmes and schedules following organisational procedures 6.2 collect and analyse results of monitoring programmes against given programmes and schedules 6.3 identify and record areas of future improvements to			

	production and planning			
	6.4 describe the different systems that could be available for monitoring work programmes and schedules			
	6.5 describe different methods of implementing systems for monitoring and recording works against programmes and schedules			
	6.6 give reasons why it is necessary to monitor and record the results of works against programmes and schedules			
	6.7 explain the possible methods of reviewing recorded results of works against programmes and schedules to improve future production and planning			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 4: Coordinating and organising the control of work in the workplace

Unit reference number: F/600/7494

QCF level: 3

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 coordinating and organising the control of work in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Assemble and review relevant information used in the preparation of project or operational plans and clarify unclear information.	1.1 assess and evaluate three of the following information sources for clarity when organising the control of work: – surveys and reports – design – contractual – statutory consents – contractor's pre-planning information – health, safety and environmental plans – risk assessments and method statements – programmes – lift plans – competent people – sub-contractor arrangements and attendance 1.2 describe different ways of procuring and assembling relevant information 1.3 explain possible methods that can establish whether information is sufficiently clear to coordinate work control			
2 Communicate and agree programmes or operational plans, methods and attendance with the people doing the work.	2.1 liaise and communicate with those undertaking relevant work on a variety of projects or operations 2.2 gain approval with relevant people for programmes or operations, methods and attendance on specified projects 2.3 explain ways of agreeing and communicating work programmes or operations, methods and attendance details with those doing the work 2.4 describe ways of integrating construction or other			

	working methods using programmes or operational plans that include methods and attendance			
3 Plan and obtain sufficient resources and attendance of the appropriate type which meets project or operational requirements and timescales.	3.1 procure at least three of the following resources when planning and obtaining resources to meet project or operational requirements and timescales: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers 3.2 explain the ways, factors and methods of planning and obtaining suitable resources and attendance to ensure project or operational timescales and requirements are met 3.3 describe the outcomes on projects or operations if sufficient resources are not procured on time or are unsuitable			
4 Organise and control sites (or specific operational areas) and resources to establish safe and tidy sites/areas, creating a positive image of the organisation and project.	4.1 implement and coordinate work areas, activities and resources on relevant projects or on specific operational areas that allow sites or operational areas to be safe and tidy 4.2 coordinate and improve site or specific operations to provide a positive image of projects and the relevant organisation 4.3 explain different methods of organising and controlling typical resources 4.4 explain how sites or work areas should be effectively controlled and organised to maintain and enhance site or			

	operational safety and tidiness 4.5 describe the factors and issues that must be taken into account to ensure sites or operational areas are safe and tidy for workers and other people 4.6 give reasons why project and organisational image is important and describe the possible effects of negative images on the company, project or operation			
5 Organise work activities and implement work measures that take into account appropriate factors and influences.	5.1 coordinate work activities and maintain control whilst taking into account at least three of the following areas: – occupiers – near neighbours – public access – site conditions – environmental considerations – vehicular access (including air and waterborne craft) – security and trespass – public utilities – heritage status 5.2 describe how to organise work activities that take into account relevant internal and external factors and influences 5.3 outline the measures that need to be taken into account to deal with internal and external factors and influences and explain the outcomes and implications if this is not undertaken effectively			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 5: Controlling work progress against agreed programmes in the workplace

Unit reference number: L/600/7496

QCF level: 3

Credit value: 9

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 work progress against agreed programmes in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Implement systems to monitor and record progress of work against agreed programmes.	1.1 monitor and record the progress of work by implementing at least three of the following systems: – visual inspections – resource records – site inspection reports – contractor's reports – certified payments – written, graphical and electronic recording of actual work against programmed work – site meetings – organisational reports – management reports – benchmarks – comparison with project requirements 1.2 describe the ways and methods of implementing systems that monitor and record progress of works against agreed programmes 1.3 explain why systems to monitor and record work progress are needed			
2 Identify any deviations from planned progress which has or may occur, that could disrupt programmes and schedules.	2.1 establish at least three of the following types of deviations in comparison to relevant work programmes and schedules: – resource shortages – design problems and constraints – industrial disputes			

	– lack of essential construction information – construction errors – weather conditions – site constraints – legal disputes or issues – social disputes or issues – health, safety and environmental issues 2.2 explain different ways of identifying deviations from planned work progress 2.3 describe how to identify deviations that may occur and could disrupt work programmes and schedules			
3 Investigate circumstances of any deviations thoroughly, and agree and implement appropriate corrective actions.	3.1 identify the detail of circumstances leading to deviations in work programmes and/or schedules 3.2 implement at least one of the following corrective actions following agreement with relevant people: – restore progress in accordance with agreed programmes – agree new completion dates – initiate contract claims – secure additional resources – alter planned work 3.3 describe possible methods of investigating deviations from planned work progress 3.4 explain how and why appropriate corrective actions need to be agreed 3.5 explain how to implement appropriate corrective actions for deviations from planned progress			

4 Recommend options most likely to minimise increases in cost and time to help work progress, and pass onto the people responsible.	4.1 identify a variety of work options which may minimise increases in cost and time 4.2 propose identified work options to at least two of the following people responsible: – clients, customers or their representative – contractors – consultants – sub-contractors – suppliers – workforce – internal management 4.3 explain possible options, and how to identify them, most likely to minimise increases in cost and time, and help work progress for typical projects 4.4 explain different methods and factors of recommending identified options to people responsible			
5 Inform people responsible regularly about progress, changes to operational programmes and resource needs, and suggest decisions and actions that need to be taken.	5.1 identify and communicate information on progress, changes to programmes, schedules and resource needs to the people responsible 5.2 make recommendations on decisions and actions that should be taken to the people responsible in order to maintain planned work progress 5.3 give reasons for, and explain how to keep responsible people regularly informed about work progress, changes to the operational programme and resource needs 5.4 describe the methods of and reasons for recommending decisions and actions that need to be taken to the people responsible to maintain planned progress			

6 Identify improvements from feedback received and recommend to the people responsible.	6.1 identify, from received feedback, possible improvements that could be made to work progress 6.2 suggest improvements to the people responsible based on received feedback 6.3 explain different methods and purposes of collecting, collating and analysing feedback on work progress against agreed programmes 6.4 describe how to identify possible improvements from the feedback received 6.5 explain different ways of recommending identified improvements to the people responsible			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 6: Allocating and monitoring the use of plant, equipment or machinery in the workplace

Unit reference number: Y/600/7498

QCF level: 3

Credit value: 9

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Produce clear requests for plant, equipment or machinery which meets the needs of projects or operations.	1.1 request at least four of the following types of plant, equipment or machinery as specified by plans or programme requirements: – static – mobile – accessories – consumables – health and safety equipment – specialised hand tools – standard plant, equipment or machinery – non-standard plant, equipment or machinery 1.2 describe the types, formats and methods of producing requests for plant, equipment or machinery that will meet the needs of projects			
2 Ensure and record that plant, equipment or machinery meets operational and statutory requirements prior to use in the workplace and allocate to suitable operations.	2.1 carry out checks and confirm that relevant plant, equipment or machinery meets operational and statutory requirements 2.2 record, following organisational procedures, that plant, equipment or machinery meets operational and statutory requirements 2.3 identify the requirements for relevant operations and assign appropriate plant, equipment or machinery for use 2.4 explain the ways and methods of ensuring that plant, equipment or machinery meets operational and statutory requirements prior to use			

	2.5 explain the factors that determine the allocation of plant, equipment or machinery for suitable operations 2.6 describe the different ways and formats for recording checks on the suitability of plant, equipment or machinery			
3 Identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment.	3.1 implement actions that protect the public, workforce, visitors and the environment using at least three of the following measures: – methods of work – risk assessment – safe use and storage of tools – safe use and storage of materials – traffic controlling (including air and waterborne craft) – emergency plans 3.2 explain different ways of identifying hazards and assessing risks from plant, equipment or machinery operations 3.3 describe methods of implementing measures that protect all people and the environment affected by on-site plant, equipment or machinery operations 3.4 outline who may be affected by plant, equipment or machinery operations relevant to typical projects			
4 Keep records of the use of plant, equipment or machinery.	4.1 complete and maintain records of plant, equipment or machinery use, which follow organisational requirements 4.2 describe the types and ways of keeping records of plant, equipment or machinery operations 4.3 give reasons for the need to keep records on plant, equipment or machinery use			

5 Recommend alternative types of plant or equipment to decision makers where existing plant, machinery or equipment is deemed unsuitable for allocated operations.	5.1 examine and analyse plant, equipment or machinery use and identify alternative types that will be suitable for the intended work 5.2 provide suggestions to decision makers/responsible people for alternative types of plant, equipment or machinery 5.3 explain the factors that determine when plant, equipment or machinery is unsuitable for intended operations and how to identify unsuitability 5.4 describe methods and processes that can identify alternative plant, equipment or machinery for specific operations 5.5 describe the ways of recommending alternative plant, equipment or machinery to decision makers/people responsible			
6 Issue instructions for the use of plant, equipment or machinery to operators and others directly involved.	6.1 provide guidance to plant, equipment or machinery operators, and those directly involved with the operation, that follow statutory and manufacturer's requirements 6.2 explain the formats, methods and timescales of issuing instructions and guidance to plant, equipment or machinery operators, and other directly involved			
7 Check and confirm that operators of plant, equipment or machinery are trained, certificated and authorised for the relevant type, and monitor for safe working.	7.1 establish that operators of plant, equipment or machinery are able and authorised for the relevant types and operations 7.2 check relevant plant operation activities to ensure they meet statutory and manufacturer's requirements 7.3 explain the methods and organisational procedures of checking and confirming abilities and authorisation of plant, equipment or machinery operators 7.4 give reasons why plant, equipment or machinery			

	operations should be monitored and describe effective methods on how this can be done			
8 Ensure the appropriate storage, servicing and maintenance of plant, equipment or machinery meets operational and statutory requirements	8.1 arrange the storage, servicing and maintenance of plant, equipment or machinery 8.2 carry out checks to ensure the storage, serviceability and maintenance of plant, equipment or machinery meet 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 8.3 explains different ways of ensuring, and why it is important, that plant, equipment or machinery is stored, serviced and maintained in accordance with operational and statutory requirements			
9 Inform decision makers/ people responsible when plant, equipment or machinery is no longer required.	9.1 establish that relevant plant, equipment or machinery has completed the intended work and is no longer required 9.2 notify decision makers/people responsible in writing that plant, equipment or machinery work has been completed 9.3 describe the methods and techniques for informing decision makers/people responsible when plant, equipment or machinery is no longer required 9.4 explain why decision makers/people responsible need to be informed that plant, equipment or machinery is no longer required			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 7:   Developing and maintaining good occupational working relationships in the workplace

Unit reference number: D/600/7079

QCF level: 5

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1 provide information and advice about occupational work activities and associated occupations to relevant people 1.2 explain methods and techniques on how to maintain and encourage working relationships that promote goodwill and trust with relevant people 1.3 explain the factors that encourage goodwill and trust and how they are developed			
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 factors of, methods and different techniques of informing relevant people about the work activities 2.3 describe the effects of not informing relevant people with the expected level of urgency 2.4 list the people who would need to be informed about the work activities and describe the appropriate level of detail they would expect to receive 2.5 state the factors that constitute work activities			

3 Offer advice and help to relevant people about work activities and encourage questions, requests for clarification and comments.	3.1 advise relevant people about the different methods of occupational work activities in order to achieve the required outcome 3.2 explain the techniques of encouraging questions, requests for clarification and comments 3.3 List the types of advice available and describe how to offer advice and help to people about the work activity			
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1 undertake regular discussions with relevant people about the occupational work activity and other occupations 4.2 explain the methods of clarifying alternative proposals with relevant people 4.3 describe the methods of suggesting alternative proposals			
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1 discuss and agree work activities with relevant people where differences of opinion occur of the proposed method of work 5.2 explain the methods and techniques of resolving differences of opinion in ways that minimise offence and maintain goodwill, trust and respect			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 8: Maintaining supplies of materials to meet project requirements in the workplace

Unit reference number: D/600/7518

QCF level: 3

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 maintaining supplies of materials to meet project requirements in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Supervise the storage and use of materials and components so that material handling and movement is efficient and wastage minimised.	1.1 implement systems that allow the safe and efficient storage and usage of the following materials and components: – raw materials – manufactured materials – components – prefabricated systems 1.2 ensure that materials and components are handled and moved safely and efficiently, and that wastage is minimised 1.3 explain possible methods and procedures for supervising storage area and facilities for material supplies to be effective for the project 1.4 describe how to minimise material and component handling, movement and wastage			
2 Calculate and keep accurate records of deliveries and stock position and pass the information on to decision makers.	2.1 maintain stock control records with calculations and pass onto decision makers using either manual or electronic means 2.2 describe different methods and techniques for calculating and keeping accurate records of deliveries and stock position 2.3 give reasons why accurate records of deliveries, calculations and stock position should be made, and the implications if this is not done			

3 Identify and record problems with supply, discuss the information with material suppliers and pass on to decision makers.	3.1 establish and document at least four of the following problems with supply: – price – quantity – quality – availability – schedule of delivery – life expectancy – storage and handling facilities – environmental issues – sustainability – health, safety and welfare issues – transportation – deterioration or damage – loss and theft – payment terms – cash flow – contract variations 3.2 describe different possible ways of identifying problems with supplies 3.3 explain methods and techniques of discussing material supply problems with suppliers 3.4 describe ways of passing on information about supply problems to decision makers			
4 Check stock records regularly and calculate what replacement stock will be needed.	4.1 examine stock record and calculations used to identify stock replacement 4.2 explain and give examples of how to calculate stock turnover for a project 4.3 describe how to check organisational stock records in order to calculate replacement stock			

5 Identify opportunities for improving the use of stock and stock turnover and recommend improvements to decision makers.	5.1 make recommendations to decision makers that could improve the use of stock and stock turnover 5.2 explain possible ways and means of identifying opportunities for improving the use of stock and stock turnover 5.3 describe methods and techniques to recommend improvements to decision makers			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 9: Implementing communication systems for construction projects in the workplace

Unit reference number: Y/600/7520

QCF level: 3

Credit value: 7

Guided learning hours: 20

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in implementing communication systems for construction projects in the workplace within the relevant sector of industry

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Implement organisational communication systems for projects.	1.1 use organisational systems and comply with organisational requirements for communicating with, or for, at least four of the following: – site management – site or head office interface – contract administration – health, safety, welfare and environment – project team interfaces – sharing of project data – team working – clients, customers or their representatives 1.2 describe different methods, factors to be considered and techniques for implementing organisational communication systems for typical projects			
2 Maintain methods of communication, reporting, recording and retrieving information between people and organisations, that may have an interest, appropriate to the needs of the project	2.1 maintain communication systems that confirms reporting, recording and retrieval of information between at least three of the following people or organisations: – clients, customers or their representatives – consultants – contractors – sub-contractors – third parties – public utilities – emergency services – people working on site – statutory authorities 2.2 explain methods that can maintain communication between interested people and organisations on typical projects			

	2.3 describe the various methods of reporting, recording and retrieving various forms of information methods for typical projects 2.4 give reasons why methods of communication between interested people and organisations needs to be maintained			
3 Monitor organisational communication systems regularly for effectiveness.	3.1 undertake regular checks to ensure organisational communication systems are effective 3.2 describe different methods for monitoring organisational communication systems for effectiveness			
4 Identify and investigate breakdowns in communication and take action to restore effective communication.	4.1 conduct investigations where breakdown in communication may have occurred using at least two of the following communication methods: – oral – written – graphic – electronic 4.2 implement corrective actions on systems where breakdown of communication has occurred 4.3 explain procedures and techniques used to monitor communication systems that can identify breakdowns in communication 4.4 explain how to take corrective actions where typical project communication systems have broken down 4.5 describe typical causes of communication breakdowns and ways to prevent re-occurrence			
5 Set up systems to record and provide feedback on ways in which communication can be improved.	5.1 implement a feedback and recording system that allows improvements to communication systems to be suggested 5.2 explain possible methods and techniques to collect feedback on communication systems 5.3 describe how to use feedback to identify ways to improve communication			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 10: Maintaining the dimensional accuracy of work in the workplace

Unit reference number: D/600/7521

QCF level: 3

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 maintaining the dimensional accuracy of work in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Ensure the workforce is provided with sufficient clear and accurate information to enable them to position, align and/or level the work or loads.	1.1 establish and inform relevant workers of specific dimensional information on at least four of the following: – lines (can include the placing of loads) – levels (can include load levels) – angles (can include lifting accessory angles) – distances – curves – positions – setting out points – loads – centres of gravity 1.2 explain methods and techniques of providing clear and accurate information on dimensional controls 1.3 describe how to ensure that dimensional information is sufficient 1.4 give reasons why it is important to provide clear information and implications for typical projects or operations if this is not done			
2 Observe and check dimensional controls and record results to meet quality standards.	2.1 undertake and conduct checks on work being carried out and compare to the quality standards provided for projects or operations 2.2 describe different ways of observing and checking dimensional controls on different projects or operations 2.3 explain methods to record results and ways of comparing results against given quality standards			

3 Identify any deviations in positions, alignments or levels and take measures to promptly correct them.	3.1 establish any deviations from given standards for at least one of the following: – transfer of lines and levels – use of incorrect lines and levels – calculations – given information 3.2 undertake actions to rectify identified deviations on work being undertaken 3.3 explain methods and techniques of identifying deviations in dimensional control on typical projects or operations 3.4 give examples of and methods to correct dimensional deviations found on typical projects or operations			
4 Recommend revised work practices and procedures to minimise deviations and to allow for different circumstances and conditions.	4.1 suggest revisions to work practices and procedures after considering at least one of the following circumstances and conditions: – environmental – unforeseen – planned 4.2 explain the methods and procedures that can be used to revise work practices 4.3 describe different ways and techniques of recommending revised procedures for work practices 4.4 give reasons why work procedures should be revised when deviation are found			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 11:   Controlling work against agreed standards in the workplace

Unit reference number: F/600/7527

QCF level: 3

Credit value: 9

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 work against agreed standards in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify quality standards from available information and pass onto people responsible for their implementation before work starts.	1.1 extract quality information from at least three of the following standards: – statutory requirements – British Standards – International Standards – Codes of Practice – organisational standards – trade advisory guidance and best practice – benchmarks and key performance indicators 1.2 communicate to those responsible for their implementation, the required quality standards for intended work, prior to the commencement of work 1.3 explain the different ways that quality standards can be identified 1.4 explain procedures that can be used to ensure that people responsible receive appropriate information on quality standards prior to the commencement of work 1.5 explain different ways of ensuring that people responsible implement appropriate quality standards before work 1.6 outline the types of people responsible for providing, implementing, maintaining and agreeing quality standards			

2 Communicate the responsibilities that individuals have for maintaining quality.	2.1 identify relevant individuals responsible for maintaining quality standards for relevant work 2.2 inform relevant individuals of their responsibilities in maintaining quality standards 2.3 describe methods and techniques of communicating individual responsibilities for maintaining quality standards			
3 Implement systems to inspect and control the quality of work and record the outcomes.	3.1 follow organisational systems for examining work by undertaking at least six of the following systems: – visual inspections – checks with design requirements – checks with standard documentation – checks with manufacturer's documentation – checks with delivery notes – sampling and mock-ups – testing – site inspection reports – contractor's reports – site meetings – dimensional checks – handover checks 3.2 document findings of inspections following organisational procedures and compare with agreed quality standards for the work 3.3 explain different ways of implementing systems that control the quality of work 3.4 explain typical methods of checking the quality of work against agreed quality standards 3.5 outline different ways of recording findings obtained from quality inspections 3.6 give reasons for implementing systems that control and record the quality of work			
4 Check regularly that work conforms to the design requirements and the specified	4.1 undertake regular checks to ensure work conforms to the design requirements and agreed quality standards 4.2 describe the different methods of checking that work			

quality standards.	conforms to the design requirements and specified quality standards			
5 Identify work which fails the requirements and specified quality standards and ensure corrective action is taken.	5.1 apply corrective actions to faults relating to least one of the following areas: – materials and components and their use – methods of construction 5.2 explain the techniques that allows work which fails to meet the requirements and quality standards to be identified 5.3 describe measures that should be taken to ensure corrective actions are taken when work which does not meet the standards are identified			
6 Inform decision makers regularly about significant variations in quality standards, programme and safety implications, and suggest improvements.	6.1 communicate with decision makers on issues with quality standards, programme and safety implications 6.2 identify and propose solutions to enable work to meet agreed quality standards, programme and safety requirements 6.3 explain when and how decision makers should be informed about significant variations in quality standards programmes and possible safety implications 6.4 describe techniques and methods of suggesting improvements to decision makers			
7 Identify improvements from feedback received and recommend them to people responsible.	7.1 implement systems that allow feedback on the quality of work being undertaken and identify solutions that can be made 7.2 communicate suggestions of improvements that can be made on relevant work to at least two of the following people: – clients, customers or their representatives – contractors – consultants – sub-contractors – suppliers – workforce			

	– internal management 7.3 explain how improvements in quality can be identified and how to make recommendations for improvements in quality to the people responsible			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 12:   Contributing to the control of work quantities and costs in the workplace

Unit reference number: J/600/7531

QCF level: 3

Credit value: 9

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Implement appropriate works quantities and cost control systems able to provide early warnings of problems.	1.1 apply one of the following works quantities and cost control systems on specified work activities: – contractual procedures and meetings – operational procedures and meetings – electronic recording 1.2 describe various ways for implementing works quantities and cost control systems 1.3 explain how to use organisational systems that can provide early warning of problems			
2 Regularly collect and record quantities and cost data, and pass on in time to people who need to use that data.	2.1 document quantities and costs for specified work activities relating to at least three of the following areas: – materials – plant – people – sub-contractors – day works – programmes and schedules 2.2 communicate quantities and cost data to relevant people and following organisational procedures 2.3 explain methods for collecting and recording quantities and cost data 2.4 describe methods and techniques for passing on quantities and cost data, to those needing to use the data, so it can be used in time 2.5 give reasons why quantities and cost data needs to be collected and recorded			

3 Identify opportunities for cost savings and recommend findings to people responsible.	3.1 investigate and analyse potential cost savings on given work activities relating to at least two of the following: – waste reduction – 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 3.2 communicate and suggest cost savings to the relevant people responsible 3.3 explain ways of identifying opportunities for cost savings 3.4 explain the methods and techniques for recommending cost saving opportunities to the people responsible			
4 Investigate variations and agree and implement appropriate corrective actions with the people responsible.	4.1 examine relevant work activities to identify variations in quantities and costs 4.2 put into place the following corrective measures, where variations have been found, following approval from the people responsible: – restoration of progress in accordance with agreed programmes – agreements on new completion dates – initiations on contract claims – securing of additional resources – alteration of planned works 4.3 describe different ways of investigating variations in works quantities and costs 4.4 explain methods and techniques for agreeing and implementing appropriate corrective actions with the people responsible			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 13: Co-ordinating preparation work for site or lifting operations in the workplace

Unit reference number: H/600/7536

QCF level: 3

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 co-ordinating preparation work for site or lifting operations in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of co-ordinating preparation work for site or lifting operations to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify and use relevant information used to prepare the project or lift plans, clarify any unclear information and update for production or operational planning purposes.	1.1 interpret and apply, for production or operational planning purposes, at least four of the following sources of information used in preparing project or lift plans: – survey reports – design documents – contractual documents – statutory consents – contractor's pre-planning information – health, safety and environmental plans – risk assessments and/or method statements – programmes – records about the competence of people – sub-contractor arrangements and attendance – safe systems of work 1.2 seek clarification about unclear information and update project or lift plans as necessary to allow efficient production 1.3 explain ways of identifying and using relevant information relevant to production or operational planning 1.4 explain the possible methods and techniques for clarifying planning information that is not clear 1.5 give reasons why information for production or operational planning should be updated, and describe ways that this can be done			

2 Identify factors which may affect proposed works or operations, describe and summarise accurately and pass onto people who may be affected.	2.1 investigate at least three of the following factors to identify whether they can affect proposed works or operations: – occupiers – near neighbours – public access – site conditions – environmental considerations – vehicular access – security and trespass – public utilities – heritage status 2.2 inform people who may be affected, issues that are affecting work or operational programmes using a summarised method 2.3 explain the methods and techniques of identifying factors that may affect work or operational programmes 2.4 describe ways of accurately describing, summarising and communicating factors about the proposed works or operations to people who may be affected 2.5 explain the consequences should factors that affect work or operational programmes not be described or summarised accurately			
3 Confirm access points for sites and works or operations which are safe and include works traffic and pedestrian segregation and minimise disruption.	3.1 carry out consultations and identify safe access points and segregation areas for work's traffic and pedestrians for works or operations 3.2 agree and confirm safe access and segregation points for works traffic and pedestrians that will maintain safety and minimise disruption for projects or operations 3.3 explain different ways of identifying and establishing safe access points for works traffic and pedestrians for various projects or operations 3.4 explain methods of confirming and agreeing works traffic and pedestrian access and segregation points for			

	various projects or operations 3.5 give reasons for segregating works traffic and pedestrians and explain why disruption must be minimised for various types of projects or operations			
4 Confirm arrangements for adequate site safety, welfare and security before work or operations start, and whilst working on site.	4.1 conduct checks and confirm arrangements for site safety, welfare and security before work starts 4.2 conduct checks and confirm arrangements for site safety, welfare and security during work 4.3 explain the different methods and techniques for confirming arrangements for site safety, welfare and security before work starts and whilst working on site			
5 Confirm available resources for projects or operations before work starts.	5.1 carry out checks and verify at least four of the following are correct and available for relevant projects or operations: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers 5.2 explain the methods that can confirm that resources are available and correct for projects or operations			
6 Implement the site or work area layout for operational purposes and pass on information about the plans to the people who will be working onsite.	6.1 establish the layout of sites or work areas to effect operations and consider at least four of the following: – storage – temporary accommodation – work areas – plant – temporary services – access and egress – security – continuing use of occupiers – waste management			

	– pollution control – provision for pre-fabricated components and systems – existing fabric 6.2 communicate information about site or working area lay out plans to people who will be working on site or on operations 6.3 explain ways of implementing site or working area layouts for operational purposes 6.4 explain different ways of communicating site or working area plan information to those working on the site or on operations			
7 Implement the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised.	7.1 implement systems that allow the safe and efficient storage and use of materials and components 7.2 ensure that materials and components are handled and moved safely and efficiently, and that wastage is minimised 7.3 explain possible methods and procedures for implementing effective storage areas and facilities for material supplies to be effective for various types of projects or operations 7.4 describe how to minimise material and component handling, movement and wastage			
8 Place and maintain notices which provide accurate information about the works or operations and which conform to statutory and site requirements.	8.1 position accurate notices about the work or operations that conform to statutory and site requirements 8.2 maintain placed notices whilst ensuring that they are relevant to ongoing work programmes or operations 8.3 describe placing positions for an applicable range of notices relevant to typical projects or operations 8.4 explain methods that ensure relevant notices conform to statutory and site or operational requirements 8.5 explain different ways of maintaining notices and possible outcomes should notices not be maintained regularly			

9 Ensure notice has been given to all people who will be affected by the work or operation, about when it starts, for how long it will take and when it finishes.	9.1 inform people affected by project works or operations about when works or operations start, expected durations and planned finishing or completions dates 9.2 explain methods and techniques on informing relevant people about time scales of the works			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 14: Allocating work and checking people's performance in the workplace

Unit reference number: D/600/7552

QCF level: 5

Credit value: 9

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Confirm 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			
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 qualify standards or levels expected			
3 Monitor the progress and quality of the work and provide prompt and constructive feedback.	3.1 carry out checks on the progress and quality of work being undertaken against programmes or operations and schedules 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			

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			
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 15: Managing personal professional development in the workplace

Unit reference number: M/600/7538

QCF level: 3

Credit value: 7

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Evaluate the current and future skills and knowledge requirements of their work role, whilst taking account of the organisation's objectives.	1.1 analyse the current and future skills and knowledge requirements of their work roles 1.2 consider their work role skills and knowledge requirements and taking into account the organisation's objectives 1.3 describe factors that can identify current and future skills and knowledge requirements 1.4 explain methods for evaluating the individual work roles for current and future skills and knowledge development for their work role 1.5 explain how to take into account the organisation's objectives when evaluating current and future skills and knowledge requirements			
2 Identify development needs between current and future skills and knowledge requirements of their work role and discuss them with the people responsible to assist in the completion of a development plan.	2.1 undertake discussions with people responsible to identify individual future skills and knowledge development needs that will meet organisational requirements 2.2 produce and complete a work development plan that ensures skills and knowledge gaps are minimised and meet future organisational requirements 2.3 explain possible ways that current and future skills and knowledge needs can be developed 2.4 describe the methods and techniques that can be used to discuss skills and knowledge development needs with people responsible when constructing a development plan 2.5 outline the types of people who should be consulted when drawing up a development plan 2.6 explain the processes and methods of constructing and completing a development plan			

3 Undertake activities to meet current and future skills and knowledge requirements identified in a development plan, and evaluate the contribution of the activities to their performance.	3.1 carry out a range of given work activities in accordance with the specified job role that follows their individual development plan 3.2 assess the contribution made by a range of completed work activities to their development performance 3.3 explain the methods, processes and/or techniques of evaluating the contribution of their performance of activities undertaken to meet current and future skill and knowledge requirements			
4 Obtain and accept feedback from people able to provide objective and valid comments about their performance.	4.1 identify and seek, and/or agree the people who are able to provide feedback on their individual work performance 4.2 discuss work performance with appropriate people, and agree and record individual skill and knowledge performance based on objective, valid feedback 4.3 explain considerations and method of identifying people responsible who are able to provide objective, valid feedback to their work performance 4.4 describe the techniques and methods of accepting, agreeing and recording feedback on work skills and knowledge performance			
5 Ensure that their performance consistently meets or exceeds agreed requirements.	5.1 assess their work performance against given requirements 5.2 analyse their work performance against their individual development plan 5.3 explain how the requirements for consistent performance with the people responsible can be agreed 5.4 describe ways that can ensure that their work performance can consistently meet or exceed agreed requirements			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 16: Identifying and enabling learning opportunities for given work teams in the workplace

Unit reference number: H/600/7553

QCF level: 3

Credit value: 7

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 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			
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			
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			
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 17: Planning highways maintenance or repair activities in the workplace

Unit reference number: M/600/7555

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Confirm 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 – 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			
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 – log books – 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			
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			

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			
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: Date:
(*if sampled*)

Unit 18: Supervising highways maintenance or repair activities in the workplace

Unit reference number: T/600/7556

QCF level: 3

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 supervising highways maintenance or repair activities in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Carry out programmed maintenance or repair which will minimise disruption and maintain optimum performance.	1.1 undertake supervision duties for at least two of the following maintenance activities and at least five of the following repair activities for 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 – traffic controls – fencing. highways: – dual carriageway – single carriageway – carriageway with footway – motorway – cycle way – carriageway with hard shoulder			

	1.2 explain how programmed highway maintenance or repair should be supervised and carried out 1.3 explain how disruption to the works and general public can be minimised during maintenance or repair activities on highways 1.4 describe different methods that can optimise work performance during maintenance or repair activities on highways			
2 Observe current legislation and official guidance appropriate to the work environment.	2.1 protect the workforce, the general public, visitors and the environment by the applying information from at least three of the following: – methods of work – risk assessment – safe use and storage of tools and materials – traffic management – emergency plans 2.2 list and describe the current legislation and official guidance that applies directly to maintenance or repair activities on highways			
3 Identify and assess faults and problems, and recommend and implement corrective action which conforms to safe working methods and practices.	3.1 observe and evaluate preparation and work activities against given requirements and methods of work to identify highway maintenance faults and problems 3.2 apply corrective actions that follow safe working methods and practices to least three of the following highway maintenance faults and problems: – limitations of design choices – manufacturing and construction errors – installation errors – incorrect use – incorrect maintenance 3.3 describe types of common faults and problems that can occur on highways 3.4 explain methods that can be used to identify potential faults and problems with highways			

	3.5 explain techniques and methods that allow recommendations to be made and corrective actions applied on identified highway faults and problems 3.6 explain how and why safe working methods and practices must be conformed to when implementing corrective actions for faults and problems with highways			
4 Update maintenance recording systems, implement them and monitor their use.	4.1 amend maintenance recording systems whilst following organisational procedures for at least one of the following highway maintenance activities: – regular programmes – tendered works – responsive works – winter maintenance – traffic maintenance (signing, lighting, guarding) – lump sum or fixed price 4.2 describe the types and formats of highway maintenance record systems 4.3 explain how maintenance record systems are updated and why they need to be updated			
5 Conduct pre-work checks to meet statutory requirements and maintain performance using safe working methods and practices.	5.1 carry out inspections on at least one of the following during preparation work for highway maintenance or repair: – condition – performance – health and safety 5.2 explain the procedures that can apply when conducting pre-work checks to ensure compliance with statutory requirements 5.3 explain how performance can be maintained and how safe working practices are applied whilst conducting inspections on highways			

6 Keep accurate records of work progress checks, faults, problems, corrective action and quantities involved.	6.1 implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved 6.2 explain the methods that can be used to keep accurate records of work progress which can detail faults and problems, corrective actions and quantities of resources involved 6.3 give reasons why accurate records should be kept			
7 Identify, assess and maintain the necessary resources for maintenance activities.	7.1 select and/or acquire and maintain at least two of the following resources for at least two of the following activities: resources – people – plant, equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utility providers maintenance activities – regular programmes – tendered works – responsive works – winter maintenance – traffic management (signing, lighting, guarding) – lump sum or fixed price 7.2 explain different ways that the necessary resources for highway maintenance or repair activities can be identified 7.3 explain how resources can be assessed for quality and how to maintain necessary resources for highway maintenance or repair activities			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 19: Contributing to the identification of work teams in the workplace

Unit reference number:	K/600/7554
QCF level:	5
Credit value:	8
Guided learning hours:	20

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify 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			
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 Negotiate and agree proposals which are likely to produce effective teams.	3.1 consult people or service providers selected as meeting programme requirements, and agree proposals for their effective participation with relevant projects 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			
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 20: Providing and monitoring construction-related customer service in the workplace

Unit reference number: F/600/7558

QCF level: 5

Credit value: 8

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify 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			
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			

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			
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			
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			

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

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 21: Handing over property to recipients following construction or maintenance related activities in the workplace

Unit reference number:	A/600/7557
QCF level:	3
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 handing over property to recipients following construction or maintenance related activities in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of handing over property to recipients following construction or maintenance related activities to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Negotiate and confirm procedures and time for handing over the property.	1.1 consult with the people responsible for the implementation and time of the hand over to recipients for property 1.2 confirm the procedures that need to be followed when handing over property to recipients 1.3 outline the types of recipients that handovers of properties would be undertaken with 1.4 explain methods that allow hand over procedures to be negotiated and confirmed with people responsible 1.5 describe the techniques for negotiating and agreeing hand over times 1.6 give reasons why agreed hand over procedures should be followed and explain possible consequences should this not happen			
2 Analyse completed work against property specifications, identify and record any discrepancies.	2.1 inspect the finished work on properties and compare against the property work specifications 2.2 note discrepancies that are evident between the work specifications and the finished work 2.3 list the types of construction-related work that may be undertaken on properties where hand over procedures can occur 2.4 explain methods that allow the analysing of property specifications in order to compare details with completed tasks or work 2.5 explain ways that properties can be checked against the specifications and outline the formats that results could be recorded in 2.6 outline the types of discrepancies that could occur between specifications and completed work or tasks			

	2.7 describe ways that discrepancies between property specifications and completed tasks or work could be identified			
3 Take appropriate action to resolve any problems that emerge from an inspection of the property.	3.1 implement actions needed to resolve problems identified during property inspections prior to handover 3.2 describe the types of problems that could be evident when inspecting properties following completed work or tasks 3.3 explain how properties can be inspected to ensure work or tasks are complete prior to handover 3.4 explain possible actions that can or should be taken to resolve problems hat may be identified during property inspections prior to handover			
4 Ensure the property is clean and tidy and all redundant materials are removed.	4.1 inspect properties to ascertain cleanliness and tidiness prior to the handover 4.2 implement actions where necessary to ensure properties are clean, tidy and free of redundant materials 4.3 explain procedures that can be used to ensure that properties are clean and tidy, redundant materials are removed, and that problems are resolved before hand over 4.4 give reasons why properties must be clean, tidy and redundant materials removed before handover, and explain possible consequences should properties not be in agreed states of cleanliness			
5 Observe current legislation and official guidance appropriate to the work environment.	5.1 protect the workforce, the general public, visitors and the environment by applying information from at least 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			

	5.2 explain what current legislation and official guidance applies directly to the handing over of property			
6 Provide the recipient with all relevant documents, materials, information and keys or access media.	6.1 collate and prepare all relevant documentation, materials, information, keys or access media relevant to the properties being handed over 6.2 hand over all relevant information and equipment for the relevant property 6.3 describe the types of information that should be provided when handing over properties following construction or maintenance related work 6.4 explain how to ensure that relevant information for properties is available for the recipient 6.5 explain methods and formats that requisite documents, materials, information and access media can be provided to the recipient on hand over			
7 Advise the recipient of the procedure for contacting the appropriate people in the event of any problems.	7.1 provide the recipient with requisite contact and procedural information relating to subsequent problems that may arise following hand over 7.2 explain methods and formats that relevant information relating to contacts and problems can be provided to the recipient following hand over			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 22: Planning historical conservation/restoration activities in the workplace

Unit reference number: J/600/7559

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Confirm 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 – statutory consents – risk assessments and method statements – programmes – records about the competence of people – 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			
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 – log books – 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			
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 3.3 give reasons why historical conservation/restoration activities should be prioritised			

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			
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 23:   Supervising historical conservation/restoration activities in the workplace

Unit reference number: A/600/7560

QCF level: 3

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 supervising historical conservation/restoration activities in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Carry out supervision activities of historical conservation/restoration activities which will minimise disruption and maintain optimum performance.	1.1 undertake supervision duties for at least two 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 1.2 explain how programmed historical conservation/restoration activities should be supervised and carried out 1.3 explain how disruption to the works and general public can be minimised during historical conservation/restoration activities 1.4 describe different methods that can optimise work performances during historical conservation/restoration activities			
2 Observe current legislation and official guidance appropriate to the work environment.	2.1 protect the workforce, the general public, visitors and the environment by applying information relating to at least 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 2.2 list and describe the current legislation and official guidance that applies directly to historical conservation/restoration activities			
3 Identify and assess defects and problems, and recommend and implement corrective action which conforms to safe working methods and practices.	3.1 observe and evaluate preparation and work activities against given requirements and methods of work to identify historical conservation/restoration defects and problems 3.2 apply corrective actions that follow safe working methods and practices to least three of the following historical conservation/restoration defects and problems: – limitations of design choices – construction errors – identification of further utilities – heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security 3.3 describe types of common historical conservation/ restoration defects and problems 3.4 explain methods that can be used to identify potential historical conservation/ restoration defects and problems 3.5 explain techniques and methods that allows recommendations to be made and corrective actions applied on identified historical conservation/ restoration defects and problems			
4 Keep accurate records of work progress checks, defects, problems, corrective action and quantities involved.	4.1 implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved 4.2 explain the methods that can be used to keep accurate records of work progress which can detail faults and problems, corrective actions and quantities of resources used 4.3 give reasons why accurate records should be kept			

5 Identify, assess and maintain the necessary resources for historical conservation/restoration activities.	5.1 select and/or acquire and maintain at least four of the following resources for at least three of the following historical conservation/restoration activities: resources: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utility providers 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 and historical conservation/ restoration activities 5.2 explain different ways that the necessary resources for historical conservation/restoration activities can be identified 5.3 explain how resources can be assessed for quality and how to maintain necessary resources for historical conservation/restoration activities			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Unit 24: Planning demolition activities in the workplace

Unit reference number: F/600/7561

QCF level: 6

Credit value: 12

Guided learning hours: 50

Unit summary

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

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Confirm 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 – 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			

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 – log books – 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			
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 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			

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			
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 25: Supervising demolition activities in the workplace

Unit reference number: L/600/7563

QCF level: 3

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 supervising demolition activities in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:
– the Additional Requirements for Qualifications using the title NVQ in QCF
– the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:
– observation of normal work activities within the workplace that clearly confirms the required skills
– questioning the learner on knowledge criteria that clearly confirms the required understanding
– review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated

Assessment recording

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Carry out the supervision of demolition site activities which will minimise disruption and maintain optimum performance.	1.1 undertake supervision duties for at least two of the following demolition activities: – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition 1.2 explain how programmed demolition activities should be supervised and carried out 1.3 explain how disruption to the works and general public can be minimised during demolition activities 1.4 describe different methods that can optimise work performance during demolition			
2 Observe current legislation and official guidance appropriate to the work environment.	2.1 protect the workforce, the general public, visitors and the environment by applying information relating to at least 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 2.2 list and describe the current legislation and official guidance that applies directly to demolition activities			

3 Identify and assess faults and problems and recommend and implement corrective action which conforms to safe working methods and practices.	3.1 observe and evaluate preparation and work activities against given requirements and methods of work to identify demolition faults and problems 3.2 apply corrective actions that follow safe working methods and practices least three of the following demolition faults and problems: – limitations of design choices – construction errors – identification of further utilities – heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security 3.3 describe types of common faults and problems that can occur with demolition activities 3.4 explain methods that can be used to identify potential demolition faults and problems 3.5 explain techniques and methods that allow recommendations to be made and corrective actions applied on identified demolition faults and problems 3.6 list the type of corrective actions that can be made during demolition activities			
4 Conduct pre-work checks to meet statutory requirements and maintain safe working methods and practices.	4.1 carry out checks on at least one of the following during preparation work for demolition activities: – condition – fit for purpose – health and safety 4.2 explain the procedures that can apply when conducting pre-work checks to ensure compliance with statutory requirements 4.3 explain methods of recording pre-work checks for demolition activities 4.4 give reasons why pre-work demolition checks should			

	be carried out			
5 Keep accurate records of work progress checks, faults, problems, corrective action and quantities involved.	5.1 implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved 5.2 explain the methods that can be used to keep accurate records of demolition work progress which can detail faults and problems, corrective actions and quantities of resources involved 5.3 give reasons why accurate records should be kept			
6 Identify, assess and maintain the necessary resources for demolition activities.	6.1 select and/or acquire and maintain at least three of the following resources for at least two of the following demolition activities: resources: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utility providers demolition activity: – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition 6.2 explain different ways that the necessary resources for demolition activities can be identified 6.3 explain how resources can be assessed for quality and how to maintain necessary resources for demolition activities			

Learner name: Date:

Learner signature: Date:

Assessor signature: Date:

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

Further information

Our customer service numbers are:

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

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

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

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

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

How to obtain National Occupational Standards

CITB-ConstructionSkills

Bircham Newton

King's Lynn

Norfolk

PE31 6RH

Telephone: 01485 577577

Fax: 01485 577793

Email: call.centre@cskills.org

Professional development and training

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

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

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing Learner-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

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

The training we provide:

- is active

- is designed to be supportive and thought provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

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

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
8					
7					
6					We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information.
5			Edexcel BTEC Level 5 HN Diploma in Construction		We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information.
4			Edexcel BTEC Level 4 HN Certificate in Construction		We have too many qualifications to list in this space. Please refer to www.edexcel.com for further information.

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

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.

- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.

- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

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

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

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

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications

- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer

- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

Annexe C: Centre certification and registration

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

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

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

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

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

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

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

Annexe D: Additional Requirements for Qualifications that use the title NVQ within the QCF

Contents

Purpose of document

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.

2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.

3. The aims of these additional requirements are to

   - ensure that all competence based qualifications that use the title NVQ within the QCF are

     o   assessed consistently
     o   quality assured consistently

   - maintain the integrity of qualifications that use the title NVQ within the QCF
   - establish the NVQ brand within the QCF
   - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

4. [1] "At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence".

5. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.

6. Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.

7. The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.

8. When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.

9. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

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[1] NCVQ's NVQ Criteria and Guidance 1995.

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

Introduction

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

Assessment requirements

11. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.

12. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.

13. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.

14. When a learner cannot complete a real work activity, simulation is allowed.

15. Simulation is allowed when

  - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
  - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
  - the safety of a learner, other individuals and/or resources will be put at risk.

16. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.

17. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

18. Learners must be assessed by assessors

  - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification

- [2]who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
- must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

19. All assessors must carry out assessment to the standards specified in the A units.

20. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.

21. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

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

Quality assurance requirements

22. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.

23. Qualifications that use the title NVQ within the QCF, must be verified

   - internally by an internal verifier, who is accountable to the assessment centre
   - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.

24. With reference to internal verification, internal verifiers must

   - [3]hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
   - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
   - be fully conversant with the standards and assessment criteria in the units to be assessed
   - understand the awarding organisation's quality assurance systems and requirements for this qualification.

25. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

26. With reference to external verification, external verifiers must

   - [4]hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
   - have no connections with the assessment centre, in order to maintain objectivity
   - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
   - be fully conversant with the standards and performance criteria in the units to be assessed
   - understand the awarding organisation's quality assurance systems for this qualification.

27. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

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

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

28.   Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on

- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
- an evaluation of the centre's performance and past record.

29.   Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Annexe E: Assessment requirements/strategy

The Assessment Strategy is being updated by ConstructionSkills. The updated version will appear in the final version of this document. Meanwhile, the current Assessment Strategy may be found on the Edexcel website.