

Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision

Specification

Competence-based qualification

First registration July 2022

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1 Introducing the qualification

What are Pearson competence-based qualifications?

Pearson competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

Learners will develop the knowledge, skills and behaviours to become competent in the area of work or job role. The requirements to be competent are set by occupational standards for the appropriate sector. Pearson has worked closely with the appropriate professional body in the development of this qualification. The qualifications are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

Qualification purpose

The Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision is for learners who are working in the role of Assistant Site Manager, Assistant Supervisor and Construction Site Supervisor.

Site supervisors are associated with the supervision of specialist contractors and workers on construction projects and are based on construction sites with occasional time in offices.

The main duties and tasks of a Construction Site Supervisor are:

- supervision of specialist contractors
- the control of health and safety standards on construction projects
- recording, control and reporting of progress on a construction project
- the minimisation of the environmental impact of construction projects
- control of quality of works on a construction project
- assisting commercial staff with the monitoring of costs on a construction project.

The Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision is suitable for learners to:

- develop the fundamental technical skills and underpinning knowledge and understanding required to become competent in the job role. This includes skills related to:
 - health and safety
 - sustainability

- construction technology
- project management
- planning and organising work
- monitoring quality
- monitoring costs.

(for details of the units included in this qualification, please see *Section 3 Qualification structure*)

- gain recognition for existing skills and knowledge
- develop appropriate professional attitudes and behaviours that will support personal success in their job role and the long-term success of their organisation
- develop a range of interpersonal and intrapersonal skills to support progression to, and success in, further study and career advancement
- achieve a nationally-recognised Level 4 qualification
- achieve a CSCS (Construction Skills Certification Scheme) card to confirm competence and allow progression to employment.

Industry support and recognition

The Pearson Edexcel Level 4 NVQ Diploma for Construction Site Supervision was developed through close collaboration with the Construction Industry Training Board (CITB) Working Group, which included the following organisations:

- AVQ Management
- Drilling and Sawing Association
- Edinburgh Napier University
- Highways England
- Historic England
- Historic Environment Service (CADW)
- Historic Environment Scotland
- Keltbray
- Kier Regional Building – North West
- London Bridge Associates
- NHBC
- Redrow Homes
- Temporary Works forum

Funding

Qualifications eligible and funded for post-18-year-olds can be found on the funding Hub. The apprenticeship funding rules can be found at www.gov.uk.

Relationship with previous qualifications

This qualification is a direct replacement for 601/4232/7 Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision which has been withdrawn. Information about how the new and old units relate to each other is given in *Annexe B*.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision
Qualification Number (QN)	610/0970/2
Regulation start date	26.05.2022
Operational start date	01.07.2022
Approved age ranges	18+ 19+
Total Qualification Time (TQT)	1410 hours.
Guided Learning Hours (GLH)*	612 (minimum) 692 (average).
Assessment	Internal assessment (portfolio of evidence).
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	<p>Learners must be working as a construction site supervisor, or must be training to work towards being a construction site supervisor.</p> <p>Typical job titles can include: Assistant Site Manager, Assistant Supervisor or Construction Site Supervisor.</p> <p>Centres must follow the information in our document, <i>A guide to recruiting learners onto Pearson qualifications and Section 6 Access to qualifications</i>.</p>

Qualification title	Pearson Edexcel Level 4 NVQ Diploma in Construction Site Management
Apprenticeship	<p>England:</p> <p>The Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision is designed to develop the knowledge, skills and behaviours outcomes of the Apprenticeship Standard so that learners are competent on completion of the qualification. However, it is not a mandatory requirement in the Apprenticeship Standard Construction Site Supervisor.</p> <p>Wales:</p> <p>The Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision forms part of the apprenticeship framework in Wales.</p>
Progression	<p>Learners who achieve the Pearson Edexcel Level 4 NVQ in Construction Site Management can progress to job roles such as Assistant Site Manager, Assistant Supervisor or Construction Site Supervisor. or to other qualifications such as the Pearson Edexcel Level 6 NVQ Diploma in Construction Site Management.</p> <p>This qualification will allow learners to achieve a CSCS (Construction Skills Certification Scheme) card to confirm competence and allow progression to employment</p>
Delivery requirements	Please refer to the Assessment Strategy in Annexe 1 for specific delivery requirements.

* The minimum value GLH applies to England and Northern Ireland. The average value applies to Wales only.

3 Qualification structure(s)

Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision Option Route 1: Building and Civil Engineering

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	15
Number of mandatory units that must be achieved	14
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Developing and maintaining good occupational working relationships in the workplace	3	37
2	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	50
3	Assessing and agreeing work methods in the workplace	5	50
4	Planning work activities and resources to meet project requirements in the workplace	4	60
5	Co-ordinating work control in the workplace	4	50
6	Controlling work progress against agreed programmes in the workplace	5	40
7	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	50
8	Implementing communication systems for the project in the workplace	5	30
9	Controlling work against agreed quality standards in the workplace	5	40

Unit number	Mandatory units	Level	Guided learning hours
10	Contributing to the control of work quantities and costs in the workplace	4	40
13	Maintaining supplies of materials to meet project requirements in the workplace	5	40
14	Maintaining the dimensional accuracy of the work in the workplace in the workplace	4	50
15	Co-ordinating preparation for site operations in the workplace	4	30
22	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	30

Unit number	Optional units	Level	Guided learning hours
11	Supervising the pre-installation planning for retrofit works in the workplace	5	70
12	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	70
20	Supervising activities to traditional and heritage buildings and structures in the workplace	5	60
23	Managing own personal development in the workplace	6	30
26	Allocating work and monitoring people's performance in the workplace	6	50
27	Enabling learning opportunities in the workplace	5	60
28	Contributing to the identification of a work team in the workplace	5	30

It is not compulsory to take any additional units, but learners may do so if any are relevant to their job role. However, they will not count towards the achievement of the qualification.

Unit number	Additional units	Level	Guided learning hours
16	Planning highways maintenance and repair activities in the workplace	5	40
17	Supervising highways maintenance or repair activities in the workplace	4	40
18	Handing over property in the workplace	6	40
19	Providing customer service in the construction workplace	6	50
21	Supervising tunnelling activities in the workplace	6	70
24	Planning demolition activities in the workplace	7	60
25	Supervising demolition activities in the workplace	5	45
29	Planning activities to traditional and heritage buildings and structures in the workplace	6	60

Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision Option Route 2: Highways Maintenance and Repair

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	15
Number of mandatory units that must be achieved	14
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Developing and maintaining good occupational working relationships in the workplace	3	37
2	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	50
3	Assessing and agreeing work methods in the workplace	5	50
4	Planning work activities and resources to meet project requirements in the workplace	4	60
5	Co-ordinating work control in the workplace	4	50
6	Controlling work progress against agreed programmes in the workplace	5	40
7	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	50
8	Implementing communication systems for the project in the workplace	5	30
9	Controlling work against agreed quality standards in the workplace	5	40
10	Contributing to the control of work quantities and costs in the workplace	4	40

Unit number	Mandatory units	Level	Guided learning hours
13	Maintaining supplies of materials to meet project requirements in the workplace	5	40
16	Planning highways maintenance and repair activities in the workplace	5	40
17	Supervising highways maintenance or repair activities in the workplace	4	40
23	Managing own personal development in the workplace	6	30

Unit number	Optional units	Level	Guided learning hours
14	Maintaining the dimensional accuracy of the work in the workplace	4	50
15	Co-ordinating preparation for site operations in the workplace	4	30
19	Providing customer service in the construction workplace	6	50
20	Supervising activities to traditional and heritage buildings and structures in the workplace	5	60
22	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	30
26	Allocating work and monitoring people's performance in the workplace	6	50
27	Enabling learning opportunities in the workplace	5	60
28	Contributing to the identification of a work team in the workplace	5	30

It is not compulsory to take any additional units, but learners may do so if any are relevant to their job role. However, they will not count towards the achievement of the qualification.

Unit number	Additional units	Level	Guided learning hours
11	Supervising the pre-installation planning for retrofit works in the workplace	5	70
12	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	70
18	Handing over property in the workplace	6	40
21	Supervising tunnelling activities in the workplace	6	70
24	Planning demolition activities in the workplace	7	60
25	Supervising demolition activities in the workplace	5	45
29	Planning activities to traditional and heritage buildings and structures in the workplace	6	60

Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision Option Route 3: Residential Development

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	15
Number of mandatory units that must be achieved	14
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Developing and maintaining good occupational working relationships in the workplace	3	37
2	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	50
3	Assessing and agreeing work methods in the workplace	5	50
4	Planning work activities and resources to meet project requirements in the workplace	4	60
5	Co-ordinating work control in the workplace	4	50
6	Controlling work progress against agreed programmes in the workplace	5	40
7	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	50
8	Implementing communication systems for the project in the workplace	5	30
9	Controlling work against agreed quality standards in the workplace	5	40
10	Contributing to the control of work quantities and costs in the workplace	4	40
13	Maintaining supplies of materials to meet project requirements in the workplace	5	40

Unit number	Mandatory units	Level	Guided learning hours
14	Maintaining the dimensional accuracy of the work in the workplace	4	50
18	Handing over property in the workplace	6	40
19	Providing customer service in the construction workplace	6	50

Unit number	Optional units	Level	Guided learning hours
11	Supervising the pre-installation planning for retrofit works in the workplace	5	70
12	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	70
15	Co-ordinating preparation for site operations in the workplace	4	30
20	Supervising activities to traditional and heritage buildings and structures in the workplace	5	60
22	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	30
23	Managing own personal development in the workplace	6	30
26	Allocating work and monitoring people's performance in the workplace	6	50
27	Enabling learning opportunities in the workplace	5	60
28	Contributing to the identification of a work team in the workplace	5	30

It is not compulsory to take any additional units, but learners may do so if any are relevant to their job role. However, they will not count towards the achievement of the qualification.

Unit number	Additional units	Level	Guided learning hours
16	Planning highways maintenance and repair activities in the workplace	5	40
17	Supervising highways maintenance or repair activities in the workplace	4	40
21	Supervising tunnelling activities in the workplace	6	70
24	Planning demolition activities in the workplace	7	60
25	Supervising demolition activities in the workplace	5	45
29	Planning activities to traditional and heritage buildings and structures in the workplace	6	60

Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision Option Route 4: Tradition and Heritage Building

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	15
Number of mandatory units that must be achieved	13
Number of optional units that must be achieved	2

Unit number	Mandatory units	Level	Guided learning hours
1	Developing and maintaining good occupational working relationships in the workplace	3	37
2	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	50
3	Assessing and agreeing work methods in the workplace	5	50
4	Planning work activities and resources to meet project requirements in the workplace	4	60
5	Co-ordinating work control in the workplace	4	50
6	Controlling work progress against agreed programmes in the workplace	5	40
7	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	50
8	Implementing communication systems for the project in the workplace	5	30
9	Controlling work against agreed quality standards in the workplace	5	40
10	Contributing to the control of work quantities and costs in the workplace	4	40
13	Maintaining supplies of materials to meet project requirements in the workplace	5	40

Unit number	Mandatory units	Level	Guided learning hours
14	Maintaining the dimensional accuracy of the work in the workplace	4	50
20	Supervising activities to traditional and heritage buildings and structures in the workplace	5	60

Unit number	Optional units	Level	Guided learning hours
11	Supervising the pre-installation planning for retrofit works in the workplace	5	70
12	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	70
15	Co-ordinating preparation for site operations in the workplace	4	30
18	Handing over property in the workplace	6	40
19	Providing customer service in the construction workplace	6	50
22	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	30
23	Managing own personal development in the workplace	6	30
24	Planning demolition activities in the workplace	7	60
25	Supervising demolition activities in the workplace	5	45
26	Allocating work and monitoring people's performance in the workplace	6	50
27	Enabling learning opportunities in the workplace	5	60
28	Contributing to the identification of a work team in the workplace	5	30
29	Planning activities to traditional and heritage buildings and structures in the workplace	6	60

It is not compulsory to take any additional units, but learners may do so if any are relevant to their job role. However, they will not count towards the achievement of the qualification.

Unit number	Additional units	Level	Guided learning hours
16	Planning highways maintenance and repair activities in the workplace	5	40
17	Supervising highways maintenance or repair activities in the workplace	4	40
21	Supervising tunnelling activities in the workplace	6	70

Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision Option Route 5: Demolition

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	15
Number of mandatory units that must be achieved	12
Number of optional units that must be achieved	3

Unit number	Mandatory units	Level	Guided learning hours
1	Developing and maintaining good occupational working relationships in the workplace	3	37
2	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	50
3	Assessing and agreeing work methods in the workplace	5	50
4	Planning work activities and resources to meet project requirements in the workplace	4	60
5	Co-ordinating work control in the workplace	4	50
6	Controlling work progress against agreed programmes in the workplace	5	40
7	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	50
8	Implementing communication systems for the project in the workplace	5	30
9	Controlling work against agreed quality standards in the workplace	5	40
10	Contributing to the control of work quantities and costs in the workplace	4	40
22	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	30
25	Supervising demolition activities in the workplace	5	45

Unit number	Optional unit(s)	Level	Guided learning hours
11	Supervising the pre-installation planning for retrofit works in the workplace	5	70
12	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	70
13	Maintaining supplies of materials to meet project requirements in the workplace	5	40
14	Maintaining the dimensional accuracy of the work in the workplace	4	50
15	Co-ordinating preparation for site operations in the workplace	4	30
18	Handing over property in the workplace	6	40
20	Supervising activities to traditional and heritage buildings and structures in the workplace	5	60
23	Managing own personal development in the workplace	6	30
24	Planning demolition activities in the workplace	7	60
26	Allocating work and monitoring people's performance in the workplace	6	50
27	Enabling learning opportunities in the workplace	5	60
28	Contributing to the identification of a work team in the workplace	5	30

It is not compulsory to take any additional units, but learners may do so if any are relevant to their job role. However, they will not count towards the achievement of the qualification.

Unit number	Additional units	Level	Guided learning hours
16	Planning highways maintenance and repair activities in the workplace	5	40
17	Supervising highways maintenance or repair activities in the workplace	4	40
19	Providing customer service in the construction workplace	6	50
21	Supervising tunnelling activities in the workplace	6	70
29	Planning activities to traditional and heritage buildings and structures in the workplace	6	60

Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision Option Route 6: Tunnelling

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	15
Number of mandatory units that must be achieved	14
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Developing and maintaining good occupational working relationships in the workplace	3	37
2	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	50
3	Assessing and agreeing work methods in the workplace	5	50
4	Planning work activities and resources to meet project requirements in the workplace	4	60
5	Co-ordinating work control in the workplace	4	50
6	Controlling work progress against agreed programmes in the workplace	5	40
7	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	50
8	Implementing communication systems for the project in the workplace	5	30
9	Controlling work against agreed quality standards in the workplace	5	40
10	Contributing to the control of work quantities and costs in the workplace	4	40
13	Maintaining supplies of materials to meet project requirements in the workplace	5	40

Unit number	Mandatory units	Level	Guided learning hours
15	Co-ordinating preparation for site operations in the workplace	4	30
21	Supervising tunnelling activities in the workplace	6	70
22	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	30

Unit number	Optional units	Level	Guided learning hours
14	Maintaining the dimensional accuracy of the work in the workplace	4	50
20	Supervising activities to traditional and heritage buildings and structures in the workplace	5	60
23	Managing own personal development in the workplace	6	30
26	Allocating work and monitoring people's performance in the workplace	6	50
27	Enabling learning opportunities in the workplace	5	60
28	Contributing to the identification of a work team in the workplace	5	30

It is not compulsory to take any additional units, but learners may do so if any are relevant to their job role. However, they will not count towards the achievement of the qualification.

Unit number	Additional units	Level	Guided learning hours
11	Supervising the pre-installation planning for retrofit works in the workplace	5	70
12	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	70
16	Planning highways maintenance and repair activities in the workplace	5	40
17	Supervising highways maintenance or repair activities in the workplace	4	40
18	Handing over property in the workplace	6	40
19	Providing customer service in the construction workplace	6	50
24	Planning demolition activities in the workplace	7	60
25	Supervising demolition activities in the workplace	5	45
29	Planning activities to traditional and heritage buildings and structures in the workplace	6	60

Pearson Edexcel Level 4 NVQ Diploma in Construction Site Supervision Option Route 7: Retrofit

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	15
Number of mandatory units that must be achieved	13
Number of optional units that must be achieved	2

Unit number	Mandatory units	Level	Guided learning hours
1	Developing and maintaining good occupational working relationships in the workplace	3	37
2	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	50
3	Assessing and agreeing work methods in the workplace	5	50
4	Planning work activities and resources to meet project requirements in the workplace	4	60
5	Co-ordinating work control in the workplace	4	50
6	Controlling work progress against agreed programmes in the workplace	5	40
7	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	50
8	Implementing communication systems for the project in the workplace	5	30
9	Controlling work against agreed quality standards in the workplace	5	40
10	Contributing to the control of work quantities and costs in the workplace	4	40
11	Supervising the pre-installation planning for retrofit works in the workplace	5	70

Unit number	Mandatory units	Level	Guided learning hours
12	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	70
14	Maintaining the dimensional accuracy of the work in the workplace	4	50

Unit number	Optional units	Level	Guided learning hours
13	Maintaining supplies of materials to meet project requirements in the workplace	5	40
15	Co-ordinating preparation for site operations in the workplace	4	30
18	Handing over property in the workplace	6	40
19	Providing customer service in the construction workplace	6	50
20	Supervising activities to traditional and heritage buildings and structures in the workplace	5	60
23	Managing own personal development in the workplace	6	30
26	Allocating work and monitoring people's performance in the workplace	6	50
27	Enabling learning opportunities in the workplace	5	60
28	Contributing to the identification of a work team in the workplace	5	30

It is not compulsory to take any additional units, but learners may do so if any are relevant to their job role. However, they will not count towards the achievement of the qualification.

Unit number	Additional units	Level	Guided learning hours
16	Planning highways maintenance and repair activities in the workplace	5	40
17	Supervising highways maintenance or repair activities in the workplace	4	40
21	Supervising tunnelling activities in the workplace	6	70
22	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	30
24	Planning demolition activities in the workplace	7	60
25	Supervising demolition activities in the workplace	5	45
29	Planning activities to traditional and heritage buildings and structures in the workplace	6	60

4 Assessment requirements

The units in this qualification are all internally assessed.

Assessment strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment requirements and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by Construction Skills.

Language of assessment

Learners must use English or Welsh only during the assessment of this qualification.

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

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

Internal assessment

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

Each unit has specified learning outcomes and assessment criteria. To pass each unit, learners must:

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

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

Presenting evidence

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

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

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

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

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

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learners' knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 9 Units*.

Assessor requirements

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. The requirements for assessor qualifications and experience are stated in the assessment strategy/plan in *Annexe A*.
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment. The requirements of internal verifiers (IVs) are stated in the assessment plan/strategy in *Annexe A*.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered Pearson competence-based qualifications need to apply for, and be granted, centre recognition and approval to offer individual qualifications.

Existing Pearson centres seeking approval to offer Pearson competence-based qualifications, will be required to submit supplementary evidence for approval, aligned with the associated Standards and/or assessment requirements.

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

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

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

- appropriate physical resources as outlined in the Assessment Strategy in *Annexe A* (for example a workplace in line with industry standards or a Realistic Working Environment (RWE), where permitted)
- centres must meet any specific human resource requirements outlined in the Assessment Strategy in *Annexe A*
- staff assessing learners and internally verifying programmes must meet the occupational competence requirements in the Assessment Strategy
- systems to ensure continuing professional development (CPD) for staff delivering, assessing and internally verifying the qualification
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair every learner.

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Reasonable adjustable and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a Pearson competence-based qualification alongside other qualifications related to a similar Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for both qualifications.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance & quality assurance requirements – NVQs/SVQs; competence-based qualifications and BTEC Specialist qualifications.*

9 Units

This section of the specification contains the unit(s) that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. The unit assessment requirements must also be met by the evidence that is provided by the learner.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

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

Level: 3

Unit type: Mandatory in all option routes

Guided learning hours: 37

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1	Communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> • appropriate timescales • health and safety requirements • co-ordination of work procedures. 			
		2.2	Explain the different methods and techniques used to inform relevant people about work activities.			
		2.3	Explain the effects of not informing relevant people with the expected level of urgency.			
		2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> • colleagues • employers • customers • contractors • suppliers of products and services • other people affected by the work/project. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.			
		3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments.			
		3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> • progress • results • achievements • occupational problems • occupational opportunities • health and safety requirements • co-ordinated work. 			
4	Clarify proposals with relevant people and discuss alternative suggestions.	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.			
		4.2	Explain the methods of clarifying alternative proposals with relevant people.			
		4.3	Explain the methods of suggesting alternative proposals.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.			
		5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 2: Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace

Level: 4

Unit type: Mandatory in all option routes

Guided learning hours: 50

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Implement organisational initiatives.	1.1	Implement, maintain and record the organisational initiatives in relation to health, safety, welfare and wellbeing and environmental awareness.			
		1.2	Explain how to implement the various methods to maintain and record the organisational initiatives in relation to health, safety, welfare, wellbeing and environmental awareness.			
2	Promote a culture of health, safety, welfare and environmental awareness.	2.1	Promote a culture of health, safety, welfare and environmental awareness through leadership, communication and personal example.			
		2.2	Describe how to implement various methods to promote a culture of health, safety, welfare, wellbeing and environmental awareness on site.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify and implement opportunities for improving health, safety, welfare, wellbeing and the environment on site.	3.1	Identify opportunities to improve health, safety, welfare, wellbeing and the environment on site.			
		3.2	Implement improvements that could improve health, safety welfare and wellbeing and the environment on site.			
		3.3	Explain how to identify opportunities that will improve health, safety, welfare, wellbeing and the environment for the workforce, other personnel on site, members of the public, occupiers, site visitors and people affected by site operations and how to implement them.			
4	Implement and record checks carried out to verify the competence of those under your control.	4.1	Carry out and record current organisational checks to verify the competence of those under your control.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	<p>Describe how to carry out and record current organisational checks on the workforce, other personnel on site and site visitors including but not limited to:</p> <ul style="list-style-type: none"> • health and safety responsibilities • welfare facilities • sustainability responsibilities • health, safety, welfare, wellbeing and environmental protection • equipment and resources • risk control procedures • first aid arrangements • fire safety • health, safety and environmental plans and emergency drills. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	<p>Explain how to verify the competence of the workforce under your control in accordance with current organisational requirements including but not limited to:</p> <ul style="list-style-type: none"> • industry verification cards • competence schemes • qualifications • certificates • training. 			
		4.4	Explain why you need to ensure the workforce and visitors have inductions.			
		4.5	Explain why you need to ensure the workforce under your control are competent.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Maintain accurate and appropriate statutory notices and hazard warnings.	5.1	Implement organisational systems to record and maintain relevant statutory notices and hazard warnings to ensure they are accurate and current.			
		5.2	Describe how to implement organisational systems to record and maintain statutory notices including but not limited to: <ul style="list-style-type: none"> • prescribed notices • certificates of insurance • signage for health, safety and environmental protection. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Ensure the serviceability of health, safety, welfare and environmental protection equipment and resources in order to comply with current legislation and organisational requirements.	6.1	<p>Implement and record organisational checks on the mandatory wearing of protective clothing, protective equipment and statutory notices for the following to confirm compliance:</p> <ul style="list-style-type: none"> • first aid facilities and arrangements • welfare facilities • storage and security of equipment and materials • accident and incident reporting systems • firefighting equipment • storage and security of fuel and chemicals • the environment • sustainability. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.2	<p>Explain how to implement and record checks carried out to:</p> <ul style="list-style-type: none"> • protective clothing • protective equipment • first aid facilities and arrangements • welfare facilities • storage and security of equipment and materials • site security • accident and incident reporting systems • fire safety • the environment • sustainability. 			
		6.3	<p>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.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Implement current organisational requirements for the identification of hazards and the reduction of risks.	7.1	Develop and action a system that identifies hazards and reduces risk in line with current organisational requirements.			
		7.2	Explain how to implement organisational requirements for the identification of hazards and reduction of risks.			
		7.3	Give reasons why it is important to implement effective systems to identify hazards, reduce risks and report accidents.			
8	Implement systems for reporting accidents and emergencies and preventing recurrence.	8.1	Implement systems which meet current organisational requirements for reporting accidents and emergencies and preventing reoccurrence.			
		8.2	Explain how to implement organisational requirements for reporting accidents and emergencies, incidents and preventing recurrence.			
9	Monitor health, safety, welfare and environmental protection systems regularly in accordance with organisational requirements.	9.1	Conduct regular checks to monitor compliance with current organisational requirements.			
		9.2	Explain how to monitor health, safety, welfare, wellbeing and environmental protection systems to ensure compliance with current organisational requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
10	Identify, record and report any site conditions which do not comply with organisational requirements.	10.1	Identify, record and report any site conditions which do not comply with organisational requirements.			
		10.2	Explain how to identify, record and report site conditions that do not comply with organisational requirements including but not limited to: <ul style="list-style-type: none"> • health • safety • welfare • wellbeing • environmental legislation • codes of practice. 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 3: Assessing and agreeing work methods in the workplace

Level: 5

Unit type: Mandatory in all option routes

Guided learning hours: 50

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify and assess available project data to inform the work methods.	1.1	Identify and assess at least four of the following elements of project data and record how the findings will inform the work methods: <ul style="list-style-type: none">• conditions of contract• bills of quantities or methods of measurement• specifications or schedule of works• drawings• health, safety and environmental plans• programmes• organisational requirements• instructions and variations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how to identify, source and record the following project data:</p> <ul style="list-style-type: none"> • cost control • conformity to organisational requirements • specification or schedule of works • contract requirements • third party obligations • other related programmes • supply lead times. 			
2	Examine and assess project data.	2.1	<p>Examine and assess at least three of the following types of project data to enable decisions to be made:</p> <ul style="list-style-type: none"> • sequencing and integration of work operations • organisation of resources • established construction techniques • temporary works • modern methods of construction and standardisation • working conditions. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	<p>Explain how to assess project data to inform the following work methods and record the findings:</p> <ul style="list-style-type: none"> • sequencing and integration of work operations • organisation of resources • established construction techniques • temporary works • modern methods of construction and standardisation • working conditions. 			
3	Obtain and record additional information from other sources where available project data is insufficient.	3.1	<p>Obtain additional information where the available project data is insufficient by consulting at least two of the following sources and record the findings:</p> <ul style="list-style-type: none"> • client, customer or their representative • contractors • sub-contractors • suppliers • regulatory authorities • technical and trade literature. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	Describe how to obtain and record additional information where the project data source is insufficient from the following: <ul style="list-style-type: none"> • client, customer or their representative • contractors • sub-contractors • suppliers • regulatory authorities • technical and trade guidance. 			
		3.3	Give possible reasons why project data may be insufficient.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Evaluate work methods against relevant technical and project criteria.	4.1	<p>Evaluate the chosen work methods against time, cost and resources for at least seven of the following technical and project criteria and record the results:</p> <ul style="list-style-type: none"> • materials performance and availability • structural forms • client, customer or their representative • 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. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.2 Explain how to evaluate work methods against time, cost and resources for the following technical criteria and record the results: <ul style="list-style-type: none"> • materials, performance and availability • structural forms • client, customer or their representative • 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. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	<p>Explain how to evaluate work methods against the following project criteria and record findings:</p> <ul style="list-style-type: none"> • cost control • conformity to organisational requirements • specification or schedule of works • contract requirements • third party obligations • other related programmes • supply lead times. 			
5	Agree and recommend work	5.1	Agree and recommend work methods and inform stakeholders.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	methods and inform stakeholders.	5.2	Analyse the appropriate work methods by considering the following and recording the findings: <ul style="list-style-type: none"> sequencing and integration of work operations organisation of resources (people, plant, materials and finance) established construction techniques temporary works modern methods of work and standardisation working conditions. 			
		5.3	Explain the potential risks of works impacting on the cultural significance of the historic environment and ensure to outline any specific requirements for buildings and structures of traditional (pre 1919) construction, or of architectural, historical or archaeological significance.			
		5.4	Explain how to agree the selected work methods with stakeholders.			
6	Ensure a method statement has been prepared and approved prior to the commencement of work.	6.1	Confirm that the method statements have been approved prior to relevant work taking place.			
		6.2	Explain how to ensure an appropriate method statement has been prepared and approved prior to the commencement of work.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 4: Planning work activities and resources to meet project requirements in the workplace

Level: 4

Unit type: Mandatory in all option routes

Guided learning hours: 60

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Organise work activities to make the most efficient use of the available resources.	1.1	Organise work activities which make the most efficient use of at least four of the following resources and record the outcomes: <ul style="list-style-type: none">• people• plant• equipment or machinery• materials and components• sub-contractors• information• work area and facilities• waste management• utility providers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how to organise and record work activities to make the most efficient use of the following resources:</p> <ul style="list-style-type: none"> • people • plant • equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers. 			
		1.3	Give reasons why work activities need to be organised to make the best use of resources.			
		1.4	Explain the potential risks of works impacting on the cultural significance of the historic environment.			
		1.5	Explain the specific requirements for buildings and structures of traditional (pre 1919) construction or of architectural, historical or archaeological significance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Recommend alternative methods, resources and systems 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, and schedules.			
		2.2	Recommend alternative methods, resources and systems to meet programmes and schedules.			
		2.3	Explain how to recommend the evaluated resources, methods and systems to meet programmes and schedules to stakeholders.			
3	Obtain clarification or advice from various sources where the resources required are not available.	3.1	Obtain advice or clarification to determine required resources from the following: <ul style="list-style-type: none"> • stakeholders • trade and technical guidance 			
		3.2	Explain methods of finding 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 how to obtain advice from stakeholders or trade and technical guidance when required resources are not available.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Examine work activities against project data or operational data and the requirements of external factors.	4.1	<p>Examine a range of work activities against project data and the requirements of at least three of the following external factors and record the findings:</p> <ul style="list-style-type: none"> • other related programmes • supply lead times • contingencies • special working conditions • weather conditions • statutory limitations • site conditions • availability of resources. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	Explain how to identify the following external factors: <ul style="list-style-type: none"> • other related programmes • supply lead times • contingencies • special working conditions • weather conditions • statutory limitations • site conditions • availability of resources. 			
		4.3	Describe ways in which external factors can affect a programme, operation or schedule.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	<p>Explain how to examine work activities against the following project data and requirements of external factors:</p> <ul style="list-style-type: none"> • contract conditions • bills of quantities or methods of measurements • specifications and schedules of work • drawings • survey reports • health, safety and environmental plans • programmes • organisational requirements • instructions and variations. 			
		4.5	Explain the different methods of examining work activities against resources and related information.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Update existing programmes and schedules of planned activities and inform stakeholders.	5.1	Update at least two of the following programmes and schedules of planned activities: <ul style="list-style-type: none"> • programmes and schedules • critical analysis • action lists • method statements • risk assessments. 			
		5.2	Inform stakeholders of updates that should be made on works programmes and schedules.			
		5.3	Explain different methods of updating the following programmes and schedules: <ul style="list-style-type: none"> • programmes • critical analysis • action lists • method statements • risk assessments. 			
		5.4	Describe the possible effects on the project if programmes and schedules are not updated when factors change.			
		5.5	Describe ways of recommending updates to existing programmes and schedules to stakeholders.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Implement systems to monitor and record works against programmes and schedules.	6.1	Implement a system to monitor and record works being undertaken against programmes and schedules.			
		6.2	Review and record results of monitoring programmes against given programmes and schedules.			
		6.3	Explain different systems which are available for monitoring and recording works against programmes and schedules and how to implement them.			
		6.4	Give reasons why it is necessary to monitor and record the results of works against programmes and schedules.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 5: Co-ordinating work control in the workplace

Level: 4

Unit type: Mandatory in all option routes

Guided learning hours: 50

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Collate and review relevant information used in the preparation of project or operational plans.	1.1	Locate and collate relevant information from at least four of the following information sources to contribute to the project plan: <ul style="list-style-type: none"> • surveys and reports • design • contractual documents • statutory consents • contractor's pre-planning information • health, safety and environmental plans • risk assessments and method statements • programmes and schedules • resources and materials • sub-contractor arrangements and attendance. 			
		1.2	Record and review the findings and use them to contribute to the project plan.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.3	Describe how to locate, collate and review relevant information from, including but not limited to: <ul style="list-style-type: none"> • surveys and reports • design • contractual documents • statutory consents • contractor's pre-planning information • health, safety and environmental plans • risk assessments and method statements • programmes and schedules • resources and materials • sub-contractor arrangements and attendance. 			
2	Clarify information which is unclear.	2.1	Explain possible methods that can establish whether information is sufficiently clear to coordinate work control.			
		2.2	Explain why it is important to clarify information.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Communicate and agree programmes, methods and attendance that will coordinate construction operations.	3.1	Communicate and record the agreed programme, methods and attendance that will coordinate construction operations.			
		3.2	Explain ways to communicate and record the agreed programme, methods and attendance details with people who will be doing the work.			
		3.3	Describe how to coordinate construction operations using programmes and plans that include methods and attendance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Plan and obtain sufficient resources and attendance of the appropriate type which meets project requirements and timescales.	4.1	Develop and implement plans detailing the requirements and timescales used to obtain at least six of the following resources which will meet the project requirements and timescales: <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • trade and technical literature • work area and facilities • environmental considerations • health and safety control equipment • utility providers. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	<p>Explain how to ensure project requirements and timescales are met by developing and implementing plans to obtain sufficient and suitable types of resource and attendance, including but not limited to:</p> <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • trade and technical literature • work area and facilities • environmental considerations • health and safety control equipment • utility providers. 			
		4.3	Describe the outcomes on projects or operations if sufficient resources are not obtained on time or are unsuitable.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Organise work activities and implement work measures that take into account appropriate factors and influences.	5.1	Organise work activities, record and implement measures that take into account at least four of the following factors: <ul style="list-style-type: none"> • occupiers • near neighbours • public access • site conditions • environmental considerations • vehicular access and egress • security and trespass • public utilities • archaeology • heritage issues. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	Describe how to organise work activities and implement measures taking into account the following factors: <ul style="list-style-type: none"> • occupiers • near neighbours • public access • site conditions • environmental considerations • vehicular access and egress • security and trespass • public utilities • archaeology • heritage issues. 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 6: Controlling work progress against agreed programmes in the workplace

Level: 5

Unit type: Mandatory in all option groups

Guided learning hours: 40

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Implement systems to monitor and record progress of work against agreed programmes.	1.1	<p>Monitor and record the progress of work by implementing at least five of the following systems:</p> <ul style="list-style-type: none"> • visual inspections • resource records • site tests and inspections • third party endorsement • contractor's reports • written, graphical and electronic records of actual work against the programmed work • site meetings • organisational procedures • management reports • benchmarks and milestones • measurements. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Describe how to monitor and record progress against agreed programme and implement the following systems:</p> <ul style="list-style-type: none"> • visual inspections • resource records • site tests and inspections • third party endorsement • contractor's reports • written, graphical and electronic records of actual work against the programmed work • site meetings • organisational procedures • management reports • benchmarks and milestones • measurements. 			
		1.3	Explain why systems to monitor and record work progress need to be implemented.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Identify any deviations from planned progress which has or may occur, that could disrupt programmes and schedules.	2.1	<p>Identify and record at least five of the following deviations from planned progress which have occurred, or which may occur, which could disrupt the programme and schedule:</p> <ul style="list-style-type: none"> • resource shortages • design problems and constraints • industrial disputes • lack of essential construction information • construction errors and non-conformance • environmental conditions • site constraints • social disputes or issues • health, safety and environmental issues • discovery of archaeological/ historical finds • regulatory enforcement. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	<p>Describe how to identify and record when the following can cause deviations from planned progress:</p> <ul style="list-style-type: none"> • resource shortages • design problems and constraints • industrial disputes • lack of essential construction information • construction errors and non-conformance • environmental conditions • site constraints • social disputes or issues • health, safety and environmental issues • discovery of archaeological/ historical finds • regulatory enforcement. 			
		2.3	Explain how to forecast deviations that may occur and could disrupt the programmes and schedules.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Investigate circumstances of any deviations thoroughly and agree and implement appropriate corrective actions.	3.1	Review the circumstances of any deviations in work programmes and/or schedules thoroughly and record the findings.			
		3.2	Agree and implement at least one of the following corrective actions in order to restore progress in accordance with the agreed programme: <ul style="list-style-type: none"> • additional resources • alter planned work hours • resequencing of work activities. 			
		3.3	Explain how to review deviations and record findings from planned progress.			
		3.4	Explain how to implement additional resources, alteration of work hours and resequencing of work activities as corrective actions in restoring progress in accordance with the agreed programme.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Recommend measures most likely to reduce increases in cost and time to help work progress, and communicate onto the people responsible.	4.1	Identify and record a variety of measures which could reduce cost and time to help the work progress.			
		4.2	Communicate identified options to at least two of the following: <ul style="list-style-type: none"> • client, customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce • own organisation • designers. 			
		4.3	Explain how to identify measures which are most likely to reduce cost and time and help work to progress.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	<p>Explain how to communicate identified measures to the following people responsible:</p> <ul style="list-style-type: none"> • client, customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce • own organisation • designers. 			
5	Inform people responsible regularly about progress and suggest decisions and actions that need to be taken.	5.1	<p>Inform people responsible about the following:</p> <ul style="list-style-type: none"> • progress • any changes to the operational programme • resource needs. 			
		5.2	<p>Make recommendations on decisions and actions that should be taken to the people responsible in order to maintain planned work progress.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.3	<p>Explain how to implement systems to keep the following informed about progress, changes to the operational programme and resource needs:</p> <ul style="list-style-type: none"> • client, customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce • own organisation • designers. 			
		5.4	Describe how to communicate decisions and actions that need to be taken, to maintain planned progress, to the people responsible.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Identify improvements from feedback received and recommend to the people responsible.	6.1	Collect, collate, record and review feedback received on work progress against the agreed programme.			
		6.2	Identify, from the received feedback, possible improvements that could be made to the agreed programme to help work progress.			
		6.3	Recommend improvements to the people responsible based on feedback received.			
		6.4	Explain how to collect, record and review feedback on work progress against agreed programme.			
		6.5	Describe how to identify possible improvements from the feedback received.			
		6.6	Explain how to recommend identified improvements to the people responsible.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

**Unit 7: Allocating and monitoring the use of
plant, equipment or machinery in the
workplace**

Level: 4

Unit type: Mandatory in all option groups

Guided learning hours: 50

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

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	Identify and request plant, equipment or machinery to meet the needs of organisational requirements.			
		1.2	<p>Describe how to produce requests for the following plant, equipment or machinery to meet the needs of the following organisational requirements:</p> <p>Plant, equipment or machinery:</p> <ul style="list-style-type: none"> • static • mobile • accessories • consumables • health and safety equipment • specialised hand tools • standard plant, equipment or machinery • non-standard plant, equipment or machinery. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			Organisational requirements: <ul style="list-style-type: none"> • health, safety and welfare of the workforce and others • operational efficiency • security of resources • obligations to third parties • regulatory authorities and contractual commitments prior to use on site. 			
2	Confirm 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	Confirm and record that checks are undertaken to ensure that plant, equipment or machinery meets organisational requirements prior to use on site.			
		2.2	Explain how to ensure that the following plant, equipment or machinery meets the following organisational requirements: Plant, equipment or machinery: <ul style="list-style-type: none"> • static • mobile • accessories • consumables • health and safety equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> specialised hand tools standard plant equipment and machinery non-standard plant, equipment and machinery Organisational requirements: <ul style="list-style-type: none"> health, safety and welfare of the workforce and others operational efficiency security of resources obligations to third parties regulatory authorities and contractual commitments prior to use on site. 			
		2.3	Explain how to allocate the following plant, equipment or machinery: <ul style="list-style-type: none"> static mobile accessories consumables health and safety equipment specialised hand tools 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • standard plant equipment and machinery • non-standard plant, equipment and machinery to suitable operations. 			
		2.4	<p>Describe how to record checks on the suitability of the following plant, equipment or machinery:</p> <ul style="list-style-type: none"> • static • mobile • accessories • consumables • health and safety equipment • specialised hand tools • standard plant equipment and machinery • non-standard plant, equipment and machinery 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	<p>Identify hazards and assess risks arising from the use of plant, equipment or machinery and record and implement measures that protect people and the environment using at least three of the following measures:</p> <ul style="list-style-type: none"> • methods of work • risk assessments • safe use and storage of tools, equipment and materials • traffic control • emergency plans. 			
		3.2	<p>Explain how to identify hazards and assess risks arising from the use of the following plant, equipment or machinery and record findings:</p> <ul style="list-style-type: none"> • static • mobile • accessories • consumables • health and safety equipment • specialised hand tools 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • standard plant equipment and machinery • non-standard plant, equipment and machinery. 			
		3.3	<p>Describe methods of implementing measures that protect people and the environment by using the following:</p> <ul style="list-style-type: none"> • methods of work • risk assessments • safe use and storage of tools, equipment and materials • traffic control • emergency plans. 			
4	Maintain records of how and when plant, equipment or machinery was utilised during the project.	4.1	Complete and maintain records of how and when plant, equipment or machinery was used and how it was utilised.			
		4.2	<p>Describe how to maintain the following records of how and when the plant, equipment or machinery was used on site:</p> <ul style="list-style-type: none"> • delivery notes • allocation details • location details 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • movement details • usage details • maintenance checks • despatch notes • certifications. 			
		4.3	Give reasons for the need to keep records on plant, equipment or machinery use.			
5	Recommend alternative types of plant, equipment or machinery to decision makers when existing plant, machinery or equipment is deemed less suitable for use on site.	5.1	Examine existing plant, equipment or machinery which has been deemed less suitable and identify alternative types that would be suitable for the intended work.			
		5.2	Make recommendations to decision makers regarding the use of alternative types of plant, equipment or machinery for use on site and record the outcomes.			
		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	Explain how best to recommend alternative plant, equipment or machinery to the following:			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • decision makers • plant specialists • buyers • plant, equipment and machinery suppliers. 			
6	Issue instructions for the use of plant, equipment or machinery to operators.	6.1	Provide instructions to plant, equipment or machinery operators, that follow statutory and manufacturer's requirements.			
		6.2	Keep records of the instructions issued to the operators using the plant, equipment or machinery.			
		6.3	Explain how to issue and record the instructions and guidance provided to plant, equipment or machinery operators.			
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 have the correct training and certification for the relevant types of machinery they will be operating and keep records.			
		7.2	Monitor relevant plant operation activities to ensure that they are working safely.			
		7.3	Explain how to check, record and confirm an operator's training certification, abilities competence and authorisation to use plant, equipment or machinery.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 organisational requirements	8.1	Arrange and record the appropriate 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 organisational requirements: <ul style="list-style-type: none"> • health, safety and welfare of the workforce and others • operational efficiency • security of resources • obligations to third parties • regulatory authorities • contractual requirements. 			
		8.3	Explain how to ensure plant, equipment or machinery is stored, serviced and maintained in accordance with the following organisational requirements: <ul style="list-style-type: none"> • health, safety and welfare of the workforce and others • operational efficiency • security of resources 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> obligations to third parties regulatory authorities contractual requirements. 			
9	Inform decision makers when plant, equipment or machinery is no longer required.	9.1	Establish when plant, equipment or machinery has completed the intended work and is no longer required.			
		9.2	Notify decision makers when plant, equipment or machinery is no longer required and maintain records.			
		9.3	Describe the methods and techniques for informing decision makers and equipment suppliers when plant, equipment or machinery is no longer required.			
		9.4	Explain why decision makers, plant specialists, buyers, plant machinery and equipment suppliers need to be informed when plant, equipment or machinery is no longer required and why records need to be maintained.			

Learner name:

Date:

Learner signature:

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Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 8: Implementing communication systems for the project in the workplace

Level: 5

Unit type: Mandatory in all option groups

Guided learning hours: 30

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Implement organisational communication systems for projects.	1.1	Implement and record the organisational and communication systems for the project for four of the following: <ul style="list-style-type: none">• site management• site or head office interface• contract administration• health, safety, welfare, wellbeing and environment• project team• sharing of project data• contractors and sub-contractors• the client, customer or their representative.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Describe how to implement organisational and communication systems for the project in relation to:</p> <ul style="list-style-type: none"> • site management • site or head office interface • contract administration • health, safety, welfare, wellbeing and environment • project team • sharing of project data • contractors and sub-contractors • the client, customer or their representative. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Maintain methods of communication, reporting, recording and retrieving information between stakeholders, that may have an interest, appropriate to the needs of the project	2.1	Maintain communication systems by confirming the methods of communication, reporting, recording and retrieving information with at least three of the following stakeholders: <ul style="list-style-type: none"> • the client, customer or their representative • consultants • contractors • sub-contractors • third parties • public utilities • emergency services • visitors • statutory authorities. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	<p>Explain how to maintain oral, written, graphic and electronic methods of communication between the following stakeholders:</p> <ul style="list-style-type: none"> • the client, customer or their representative • consultants • contractors • sub-contractors • third parties • public utilities • emergency services • visitors • statutory authorities. 			
		2.3	Describe how to report, record and retrieve oral, written, graphic and electronic communication information in accordance with organisational requirements.			
		2.4	Give reasons why methods of oral, written, graphic and electronic communication between stakeholders needs to be maintained.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Investigate evidence of procedural change to communication methods implementing the actions taken.	3.1	Identify, investigate and record evidence of procedural change in at least two of the following communication methods: <ul style="list-style-type: none"> • oral • written • graphic • electronic. 			
		3.2	Record the actions taken following the identification and investigation of procedural changes.			
		3.3	Explain how to confirm procedural changes made through oral, written, graphic and electronic communication.			
4	Implement organisational systems to record and provide feedback.	4.1	Implement an organisational system that allows feedback to be provided and recorded.			
		4.2	Explain methods on how to collect feedback on oral, written, graphic and electronic communication systems.			
		4.3	Describe how to use feedback to identify ways of improving oral, written, graphic and electronic communication.			

Learner name:

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Learner signature:

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Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 9: Controlling work against agreed quality standards in the workplace

Level: 5

Unit type: Mandatory in all option groups

Guided learning hours: 40

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm quality standards from available information before work starts.	1.1	Extract quality information from at least three of the following information sources to confirm quality standards before work commences: <ul style="list-style-type: none"> • organisational requirements • project specifications • British Standards • International Standards • Codes of Practice • sustainability requirements • trade advisory guidance and best practice • benchmarks and key performance indicators. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Ensure that the following responsible stakeholders receive the appropriate information on quality standards and their implementation before work starts:</p> <ul style="list-style-type: none"> • the client, customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce • internal management. 			
		1.3	<p>Explain how to confirm the following quality standards:</p> <ul style="list-style-type: none"> • organisational requirements • project specifications • British Standards • International Standards • codes of practice • sustainability requirements • trade advisory guidance and best practice • benchmarks and key performance indicators. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Explain procedures that can be used to ensure that the responsible stakeholders receive appropriate information on quality standards prior to the commencement of work.			
		1.5	Explain different ways of ensuring that the responsible stakeholders implement appropriate quality standards before work commences.			
2	Communicate the responsibilities that individuals have for maintaining quality.	2.1	Identify the relevant individuals responsible for maintaining quality standards for the work or task.			
		2.2	Clearly record and communicate to the relevant individuals, their responsibilities in maintaining quality standards for the work or task.			
		2.3	Describe how best to communicate to individual's their responsibilities for maintaining quality standards.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Implement systems to inspect and control the quality of work and record the outcomes.	3.1	Implement systems for inspecting and controlling the quality of the work and record the outcomes for at least six of the following: <ul style="list-style-type: none"> • 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 the findings of inspections carried out, following organisational procedures and compare with agreed quality standards for the work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Explain how to implement, inspect and record systems for controlling the quality of work relating to the methods of construction and materials, components and their use.			
		3.4	Outline different ways of recording findings obtained from quality inspections.			
		3.5	Give reasons why implementing a system that controls and records the quality of the work relating to methods of construction, materials, components and their use is needed.			
4	Implement specified checks to ensure that work conforms to the design requirements and the agreed quality standards.	4.1	Implement specified checks and record that work conforms to the agreed quality standards.			
		4.2	Describe how to check that the work relating to methods of construction and materials, components and their use conforms to the design requirements and specified quality standards.			
		4.3	Explain the potential risks of works impacting on the cultural significance of the historic environment.			
		4.4	Describe any specific requirements for buildings and structures of traditional (pre- 1919) construction or of architectural, historical or archaeological significance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Identify work and materials which do not conform to the specified quality standards and implement corrective action.	5.1	Identify non-conformity and apply corrective actions to faults relating to methods of construction and materials, components and their use.			
		5.2	Explain how to identify work reacting to methods of construction and materials, components and their use which does not conform to the requirements and quality standards.			
		5.3	Describe measures that should be taken to identify the required corrective actions when it has been discovered that work does not meet the quality standards requirements.			
6	Identify and report variations in quality and their programme and safety implications.	6.1	Identify variations in quality and their programme and safety implications.			
		6.2	Identify and report the proposed solutions to decision makers which will enable work to meet agreed quality standards, programme and safety requirements.			
		6.3	Explain when and how decision makers should be informed about variations in quality standards, programmes and possible safety implications.			
		6.4	Explain how to suggest improvements to decision makers about variations in quality and the potential impact on the programme and safety.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Implement improvements from feedback received and recommend them to stakeholders.	7.1	Collate feedback on the quality of work being undertaken and record the feedback received.			
		7.2	Evaluate the feedback received and identify any improvements that can be implemented as a result.			
		7.3	Communicate the suggestions for improvements from feedback received to stakeholders and record the outcomes.			
		7.4	Explain how to implement suggestions and record outcomes in quality from feedback received.			
		7.5	Explain how to make recommendations and improvements in quality to stakeholders.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 10: Contributing to the control of work quantities and costs in the workplace

Level: 4

Unit type: Mandatory in all option groups

Guided learning hours: 40

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Contribute to your organisational requirements in relation to controlling work quantities and costs.	1.1	Contribute to your organisational requirements in relation to controlling quantity and costs.			
		1.2	Describe how to implement systems to control works quantities and costs according to organisational requirements in relation to: <ul style="list-style-type: none"> • accurate take-off schedules • organisational waste targets • recording receipt, usage and wastage of materials • on and off hirer of tools and equipment • use of consumables • transport. 			
		1.3	Explain how to use systems implemented to provide early indication warnings of potential issues.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Collate, evaluate and report quantities and cost data, passing it on, in time, to people who need to use the data.	2.1	Collate and record work quantities and cost data in relation to at least three of the following: <ul style="list-style-type: none"> • materials • plant, machinery and equipment • workforce • sub-contractors • recorded works • programme and schedules. 			
		2.2	Evaluate and report work quantities and cost data to relevant people following organisational procedures.			
		2.3	Explain how to collect and record work quantities and cost data relating to: <ul style="list-style-type: none"> • materials • plant, machinery and equipment • workforce • sub-contractors • recorded works • programme and schedules. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify opportunities for cost savings and recommend findings to the people responsible.	2.4	Describe how to report work quantities and cost data, to those who need it, in time, to be able to use the data.			
		2.5	Give reasons why quantities and cost data need to be collected and recorded.			
		3.1	Identify and record at least two of the following opportunities for cost savings: <ul style="list-style-type: none"> • waste reduction • resource management and logistics • applications of new technologies and materials • energy and utility management • receipt and use of materials • alternative sources and types of materials • alternative suppliers of labour, materials and equipment • document control and record keeping • alternative methods of work 			
		3.2	Communicate and report the suggested cost savings to the relevant people responsible.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	<p>Explain how to identify and report opportunities for cost savings relating to:</p> <ul style="list-style-type: none"> • waste reduction • resource management and logistics • applications of new technologies and materials • energy and utility management • receipt and use of materials • alternative sources and types of materials • alternative suppliers of labour, materials and equipment • document control and record keeping • alternative methods of work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Investigate variations and agree and implement appropriate corrective actions with those responsible.	4.1	Examine relevant work activities to identify variations in quantities and costs.			
		4.2	Investigate any variations to work cost or quantities, record the outcomes and implement the appropriate corrective actions in relation to one of the following: <ul style="list-style-type: none"> • restore progress in accordance with agreed programme • agree new completion date(s) • identify potential variation • secure additional resource(s) • alter planned work. 			
		4.3	Agree the corrective actions with the people responsible.			
		4.4	Describe how to review variations in works quantities and costs.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>4.5 Explain methods and techniques for agreeing and implementing the following corrective actions with the following people responsible:</p> <p>Corrective action:</p> <ul style="list-style-type: none"> • restore progress in accordance with agreed programme • agree new completion dates • identify potential variation • secure additional resources • alter planned work <p>People Responsible:</p> <ul style="list-style-type: none"> • the client, customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce • internal management 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 11: Supervising the pre-installation planning for retrofit works in the workplace

Level: 5

Unit type: Mandatory in option route 7: Retrofit

Optional in option routes:

- 1. Building and Civil Engineering
- 3. Residential Development
- 4. Traditional and Heritage Building
- 5. Demolition

Additional in option routes:

- 2. Highways Maintenance and Repair
- 6. Tunnelling

Guided learning hours: 70

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Supervise the workforce to conduct pre-installation checks in accordance with organisational requirements.	1.1	<p>Supervise the workforce to conduct pre-installation checks in accordance with organisational requirements for at least six of the following:</p> <ul style="list-style-type: none"> • accuracy and completeness of project information • building condition • health and safety hazards • fire safety • temporary works • protection of existing fabric and services • suitability of materials • working in and around buildings and their occupants and neighbouring properties • environment and ecology including but not limited to safeguarding protected species • heritage significance • discovery architectural and archaeological features. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	Explain why pre-installation checks, in accordance with organisational requirements, are necessary and how to supervise them.			
		1.3	Describe why accuracy and completeness of project information is required, and how to determine these.			
		1.4	<p>Discern the implications of building conditions and common building defects for retrofit works including but not limited to:</p> <ul style="list-style-type: none"> • moisture ingress including but not limited to: damp, salts and causes of dampness, rain penetration, rising damp • internal moisture vapour • poor indoor air quality • inadequate ventilation • existing and damaged services • structural defects. 			
		1.5	Detail the importance of building condition and repair and maintenance as the first stage in energy efficiency improvements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.6	Specify health and safety hazards including but not limited to failure of fire safety systems, poor ventilation for the workforce (roof space, inside the property and under floor) and services.			
		1.7	Explain how to supervise temporary works as required during retrofit works.			
		1.8	Detail why protection of existing fabric and services is required and how to do this.			
		1.9	Explain the difference in performance characteristics between traditional and modern materials and construction methods with particular reference to the breathability and permeability characteristics of traditional building fabric.			
		1.10	Determine why identifying building materials and construction methods for buildings of different ages including alterations and additions is required and specify how to do this.			
		1.11	Determine the materials proposed are suitable and in sufficient quantity to achieve the design outcomes.			
		1.12	Discuss how to work in and around buildings and their occupants including neighbouring properties and site constraints.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.13	Distinguish between the potential environmental and ecological impacts of retrofit works and recognise how to respond including but not limited to safeguarding protected species.			
		1.14	Explain key terms and concepts including heritage values, heritage significance, heritage impact assessment, sustainable development and management of traditional and historic buildings and structures.			
		1.15	Select and summarise legislation and official guidance specific to heritage, traditional and protected buildings.			
		1.16	Outline why reporting the discovery of architectural or archaeological features to the person responsible is required and detail how to do this.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Supervise the workforce to conduct external and internal pre-installation building inspections.	2.1	<p>Supervise the workforce to conduct external and internal pre-installation building inspections, and report findings to the person responsible for at least eight of the following:</p> <ul style="list-style-type: none"> • suitable access • property suitability • adjoining structures • structural integrity • hazardous materials • dampness • decay • exposure ratings • combustion appliances, flues and ventilation • services (gas, electric, water, media cables). 			
		2.2	Explain why the supervision of the workforce to conduct external and internal pre-installation building inspections, and report findings to the person responsible is required.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	<p>Describe how to supervise the workforce to conduct external and internal pre-installation building inspections and report to the person responsible for the following:</p> <ul style="list-style-type: none"> • suitable access • property suitability • adjoining structures • structural integrity • hazardous materials • dampness • decay • exposure ratings • combustion appliances, flues and ventilation • services (gas, electric, water, media cables) • invasive species. 			
		2.4	<p>Discuss how to identify and respond to hazards including hazardous materials, fire safety, and flues and ventilation (incorrectly installed, blocked, damaged and insufficient).</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Supervise control measures against identified risks arising from external and internal pre-installation building inspections.	3.1	Supervise control measures against identified risks arising from external and internal pre-installation building inspections for at least eight of the following: <ul style="list-style-type: none"> • suitable access • property suitability • adjoining structures • structural integrity • hazardous materials • dampness • decay • exposure ratings • combustion appliances, flues and ventilation • services (gas, electric, water, media cables). 			
		3.2	Detail why supervision of control measures against identified risks arising from external and internal pre-installation building inspections is required.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	<p>Determine how to supervise control measures against identified risks arising from external and internal pre-installation building inspections for the following:</p> <ul style="list-style-type: none"> • suitable access • property suitability • adjoining structures • structural integrity • hazardous materials • dampness • decay • exposure ratings • combustion appliances, flues and ventilation • services (gas, electric, water, media cables) • invasive species. 			
		3.4	<p>Outline how to recognise, record and report the key issues from external and internal pre-installation building inspections that may affect the commencement of the work whilst working within your authority to rectify or suspend works.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Supervise control measures against identified technical and procedural risks.	4.1	Supervise control measures against identified technical and procedural risks for at least eight of the following: <ul style="list-style-type: none"> • accuracy and completeness of project information • building condition • health and safety hazards • fire safety • temporary works • protection of existing fabric and services • suitability of materials • working in and around buildings and their occupants and neighbouring properties • environment and ecology including but not limited to safeguarding protected species • heritage significance • discovery of architectural or archaeological features. 			
		4.2	Clarify why the supervision of control measures against identified technical and procedural risks are required.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	<p>Describe how to supervise control measures against identified technical and procedural risks for the following:</p> <ul style="list-style-type: none"> • accuracy and completeness of project information • building condition • health and safety hazards • fire safety • temporary works • protection of existing fabric and services • suitability of materials • working in and around buildings and their occupants and neighbouring properties • environment and ecology including but not limited to safeguarding protected species • heritage significance • discovery of architectural and archaeological features. 			
		4.4	Detail how to apply the principles of fire safety legislation and guidance relating to the retrofit installation and use of the building.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain how to supervise the work onsite using any statutory or manufacturers requirements for testing and maintaining fire prevention and protection systems and records.			
		4.6	Outline how to recognise, record and report the key issues from technical and procedural risks that may affect the commencement of the work whilst working within your authority to rectify or suspend works.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Interpret and utilise information sources against on-site conditions.	5.1	<p>Interpret and utilise information sources against on-site conditions to contribute to the retrofit works plan, risk assessments and method statements for at least four of the following:</p> <ul style="list-style-type: none"> • drawings, design and specification information • building performance criteria to industry standards • manufacturers' technical information and product data sheets • sub-contractor methods and scope of works • surveys • tests • examinations • specialist reports • statutory consents • current legislation, official and technical guidance • written scheme of investigation (WSI) for archaeology. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	<p>Discuss why the interpretation and utilisation of information sources against on-site conditions to contribute to the retrofit works plan, risk assessments and method statements are required for the following:</p> <ul style="list-style-type: none"> • drawings, design and specification information • building performance criteria to industry standards • manufacturers' technical information and product data sheets • sub-contractor methods and scope of works • surveys • tests • examinations • specialist reports • statutory consents • current legislation, official and technical guidance • written scheme of investigation (WSI) for archaeology. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.3	<p>Describe how to interpret and utilise information sources against on-site conditions to contribute to the retrofit works plan, risk assessments and method statements for the following:</p> <ul style="list-style-type: none"> • drawings, design and specification information • building performance criteria to industry standards • manufacturers' technical information and product data sheets • sub-contractor methods and scope of works • surveys • tests • examinations • specialist reports • statutory consents • current legislation, official and technical guidance • written scheme of investigation (WSI) for archaeology. 			
		5.4	Detail why compliance with relevant legal duties and fire safety standards during the construction phase of retrofit works is required and explain how to do this.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Outline why documented information for fire safety including advising and sharing information with the person responsible is required.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Report issues with the planned retrofit works and suggest corrective actions	6.1	<p>Report issues with the planned retrofit works and suggest corrective actions for at least six of the following information sources:</p> <ul style="list-style-type: none"> • risk assessments • method statements • drawings, design and specification information • building performance criteria to industry standards • manufacturers' technical information and product data sheets • sub-contractor methods and scope of works • surveys • tests • examinations • specialist reports • statutory consents • current legislation, official and technical guidance • the limitations, defects of the materials and their characteristics • written scheme of investigation (WSI) for archaeology. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.2	Examine why it is important to report issues with the planned retrofit works and suggest corrective actions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	<p>Explore how to report issues with the retrofit works and suggest corrective actions for the following:</p> <ul style="list-style-type: none"> • risk assessments • method statements • drawings, design and specification information • building performance criteria to industry standards • manufacturers' technical information and product data sheets • sub-contractor methods and scope of works • surveys • tests • examinations • specialist reports • statutory consents • current legislation, official and technical guidance • the limitations, defects of the materials and their characteristics • written scheme of investigation (WSI) for archaeology. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Assess the project programme and contribute to the planning and sequencing of works	7.1	<p>Assess the project programme and contribute to the planning and sequencing of works for the installation of retrofit works for at least five of the following:</p> <ul style="list-style-type: none"> • repair • stabilisation • temporary works • opening-up and investigations • removal of fabric, structure or services, and making good • preparing the building for installation of fabric measures • installation of fabric, structure or services • testing • commissioning • handover. 			
		7.2	Evaluate why it is required, and how to assess the project programme for working on and around existing buildings and structures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	<p>Reflect on why it is required and how to contribute to the planning and sequencing of works for the installation of retrofit works for the following:</p> <ul style="list-style-type: none"> • repair • stabilisation • temporary works • opening-up and investigations • removal of fabric, structure or services, and making good • preparing the building for installation of fabric • measures • installation of fabric, structure or services • testing • commissioning • handover. 			
		7.4	Explain how to produce method statements for working on and around existing buildings and structures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	<p>Discuss why avoiding potential thermal and hygrothermal performance risks of failure is required, and how to do this through planning and sequencing of works including but not limited to:</p> <ul style="list-style-type: none"> • thermal bridges • ventilation • thermal bypass • condensation and interstitial condensation • alterations in structure including materials, components and the building • moisture movement • optimisation of heating systems. 			
		7.6	Compare and contrast the implications to planning and sequencing of offsite construction methods and onsite assembly.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Contribute to the planning for the efficient use of the resources required for retrofit works.	8.1	<p>Contribute to the planning for the efficient use of the resources required for retrofit works, for at least four of the following:</p> <ul style="list-style-type: none"> • materials and components • services • plant, equipment or machinery • workforce • information • site facilities • waste management • structures. • storage of materials within specified parameters 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.2	<p>Explain why it is required, and how to plan the efficient use of resources for retrofit works:</p> <ul style="list-style-type: none"> • materials and components • services • plant, equipment or machinery • workforce • information • site facilities • waste management • structures • storage of materials within specified parameters. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.3	Determine how to recognise and determine when specialist skills and knowledge are required and how to resource accordingly including but not limited to: <ul style="list-style-type: none"> • electrical • gas • asbestos • radon • heritage • ecology • ventilation • fire safety. 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 12: Supervising the installation, commissioning and handover of retrofit works in the workplace

Level: 5

Unit type: Mandatory in option route 7: Retrofit

Optional in option routes:

1. Building and Civil Engineering

3. Residential Development

4. Traditional and Heritage Building

5. Demolition

Additional in option routes:

2. Highways Maintenance and Repair

6. Tunnelling

Guided learning hours: 70

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Observe and apply organisational requirements appropriate for the protection of people and the environment.	1.1	<p>Observe and apply organisational requirements appropriate for the protection of the workforce, sub-contractors, suppliers, consultants, occupants, visitors, the general public and the environment by the application of information relating to:</p> <ul style="list-style-type: none"> • methods of work • risk assessments • safe use and storage of tools • safe use and storage of materials and components • traffic management • emergency plans • fire safety • acoustic and sound insulation • thermal insulation • workforce competency • site constraints. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Examine which organisational requirements apply to the protection of the workforce, sub-contractors, suppliers, consultants, occupants, visitors, the general public, and the environment in relation to the following:</p> <ul style="list-style-type: none"> • methods of work • risk assessments • safe use and storage of tools • safe use and storage of materials and components • traffic management • emergency plans • fire safety • acoustic and sound insulation • thermal insulation • workforce competency • site constraints. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Supervise implementation of the retrofit plan ensuring effective and efficient working practices.	2.1	Supervise the implementation of the retrofit plan ensuring effective and efficient working practices compliant with design and quality standards, for a given occupational area.			
		2.2	Identify why it is required and explain how to supervise the implementation of the retrofit plan ensuring effective and efficient working practices compliant with design and quality standards for a given occupational area.			
		2.3	Explain why it is required, and state how to ensure operatives undertaking the installation, commissioning and handover are qualified to do so for a given occupational area.			
		2.4	Explain why it is required, and state how to ensure operatives have access to adequate knowledge of the retrofit works and the behaviours required for their safe, efficient and effective operation and maintenance.			
3	Review and record works progress against the project programme and take corrective action when required.	3.1	Review and record works progress against the project programme, resources and planned sequencing of works.			
		3.2	Recommend and take corrective action when required to maintain the works progress.			
		3.3	Explain why reviewing and recording works progress against the project programme, resources and planned sequencing of works is required.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how to review, record and report works progress against the project programme, resources and planned sequencing of work.			
		3.5	Detail when and how to recommend and take corrective action.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.6 Recognise and explain how the following increase the risk of failure of the installation works: <ul style="list-style-type: none"> • technical and performance issues: <ul style="list-style-type: none"> ○ thermal bridges ○ heating ○ ventilation ○ thermal bypass ○ condensation and interstitial condensation ○ alterations in structure ○ moisture movement ○ fire safety ○ acoustic and sound insulation • inefficiencies • additional costs • delays to programme • abortive works • duplication • damage • latent defects. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Recognise and report defects in installation.	4.1	Recognise and report defects in installation with specific reference to five of the following: <ul style="list-style-type: none"> • gaps in installation • missing and inappropriate fixings • detailing at corners, edges, junctions and openings • interaction with building services • combustion appliances, flues and ventilation • fire safety • acoustic and sound insulation • thermal bypass and thermal bridges • loading. 			
		4.2	Explain how and when to propose suitable corrective action for any defects in installation.			
5	Check, record and report that ventilation is not compromised.	5.1	Check, record and report that ventilation is not compromised and complies with all relevant standards for the following: <ul style="list-style-type: none"> • gas and other combustion appliances • flues • general ventilation. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	<p>Explain why checks are required, and how to check, record and report that ventilation is not compromised and complies with all the relevant standards for the following:</p> <ul style="list-style-type: none"> • gas and other combustion appliances • flues • general ventilation. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Carry out specified checks of the retrofit works.	6.1	<p>Carry out specified checks of the retrofit works and record that the works conform to quality, standards and compliance with the retrofit design, and manufacturers' instructions, throughout the installation process, for at least eight of the following:</p> <ul style="list-style-type: none"> • alterations to the structure • loadings • fixings • corners, junctions and edges of building elements • interfaces between the building fabric, services and the occupants • windows and doors including reveals, sills and soffits • thermal bypass • thermal bridges • air tightness • vapour barriers • moisture movement • moisture ingress • condensation risks 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> rainwater goods mechanical, electrical and plumbing (MEP) fire safety acoustic and sound insulation. 			
		6.2	<p>Identify why it is important to carry out specified checks of the retrofit works during installation and record the works conform to the following:</p> <ul style="list-style-type: none"> quality standards manufacturers' instructions, technical information and product data sheets retrofit design. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	<p>Describe how to carry out checks and record installation of works for quality, standards and compliance with the retrofit design, and manufacturers' instructions, for the following:</p> <ul style="list-style-type: none"> • alterations to the structure • loadings • fixings • corners, junctions and edges of building elements • interfaces between the building fabric, services and the occupants • windows and doors including reveals, sills and soffits • thermal bypass • thermal bridges • air tightness • vapour barriers • moisture movement • moisture ingress • condensation and interstitial condensation risks • rainwater goods • mechanical, electrical and plumbing (MEP) 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • fire safety • acoustic and sound insulation. 			
		6.4 State the potential risks and implications of non-compliance and poor-quality installations over time, for active and passive fire safety measures.			
		6.5 Explain the potential risks and implications of non-compliance and poor-quality installations over time, including but not limited to: <ul style="list-style-type: none"> • occupant health and safety • indoor air quality • mould • performance gaps • rot • building fabric decay • overheating. 			
		6.6 Recognise the importance of maintaining ventilation.			
		6.7 Describe why it is important to recognise ventilation and air movement pathways through buildings and why it is important that these are maintained, whilst balancing the need for airtightness.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.8	Identify the different properties of insulation materials and how these relate to thermal, moisture, condensation, acoustic and sound, and fire safety.			
		6.9	Explain the different types of air and vapour control layers and breather membranes, where and how they should be used, and why it is important to install them correctly.			
		6.10	State the importance of ensuring the integrity of air and vapour control layers and breather membranes following installation and the need to ensure continuity.			
		6.11	Explain how condensation forms in buildings, how this relates to moisture and moisture movement and what steps can be taken to mitigate potential risks.			
		6.12	Explain why a 'Whole Building' approach is taken to retrofit works and how this relates to building performance and building use.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Identify, record and implement agreed corrective actions when required.	7.1	<p>Identify, record and implement agreed corrective actions when required for at least nine of the following:</p> <ul style="list-style-type: none"> • alterations to the structure • loadings • fixings • corners, junctions and edges of building elements • interfaces between the building fabric, services and the occupants • windows and doors including reveals, sills and soffits • thermal bypass • thermal bridges • air tightness • vapour barriers • moisture movement • moisture ingress • condensation risks • rainwater goods • mechanical, electrical and plumbing (MEP) • combustion appliances, flues and ventilation 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • fire safety • acoustic and sound insulation. 			
		7.2	<p>Explain how and when to identify, implement and record agreed corrective actions for the following:</p> <ul style="list-style-type: none"> • alterations to the structure • loadings • fixings • corners, junctions and edges of building elements • interfaces between the building fabric, services and the occupants • windows and doors including reveals, sills and soffits • thermal bypass • thermal bridges • air tightness • vapour barriers • moisture movement • moisture ingress • condensation and interstitial condensation risks • rainwater goods 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • mechanical, electrical and plumbing (MEP) • combustion appliances, flues and ventilation • fire safety • acoustic and sound insulation. 			
8	Schedule and coordinate the inspection testing and commissioning and communicate the outcomes for retrofit works.	8.1	Schedule and coordinate the inspection, testing and commissioning, and communicate the outcomes for retrofit works.			
		8.2	State why the scheduling and coordination of the inspection testing and commissioning for retrofit works is required.			
		8.3	Describe how to schedule and coordinate the inspection testing and commissioning of retrofit works.			
		8.4	Determine how to record outcomes for retrofit works, services and fabric and why it is required.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.5	<p>Recognise the range of non-destructive testing and investigation methods including but not limited to:</p> <ul style="list-style-type: none"> • thermal imaging • moisture content of building fabric • air tightness for building envelope and identifying air filtration and air leakage points • energy use of buildings from meters and sub-meters for individual systems • sound insulation testing • borescope testing. 			
		8.6	State why the final commissioning of all building services is done together, rather than separately.			
		8.7	<p>Describe the stages of commissioning including but not limited to:</p> <ul style="list-style-type: none"> • setting-to-work • regulation • performance optimisation • recording • post-commissioning checks • fine tuning during occupancy. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Identify, implement and record agreed corrective actions for retrofit works	9.1	<p>Identify, implement and record agreed corrective actions for retrofit works following commissioning including but not limited to two of the following:</p> <ul style="list-style-type: none"> • ventilation • combustion appliances • heat recovery devices • heating systems • hot water systems • lighting fittings • systems and controls • insulation • draught proofing • windows and doors • solar blinds, shutter and shading devices • renewable energy installations • fire safety • acoustic and sound insulation. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		9.2	Explain why identifying, recording and implementing agreed corrective actions is required following commissioning.			
		9.3	State how to identify, record and implement agreed corrective actions following commissioning.			
10	Contribute to the project handover on completion of retrofit works.	10.1	Contribute to the project handover on completion of retrofit works.			
		10.2	Explain why it is required and describe how to contribute to the project handover on completion of the installation of retrofit works.			
		10.3	Identify how to supply the relevant information in relation to the project handover in accordance with the 'handover strategy' and the requirements of the relevant certification schemes.			
		10.4	Confirm how to gather and record information.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		10.5	<p>State how to convey the following information about the installed measures:</p> <ul style="list-style-type: none"> • physical inspection and explanation of function and operation • demonstrate the safe operation of any components, devices and controls • visual checks to ensure the recipient is able to operate the components, devices and controls • care needed to avoid detrimental effects • maintenance, including requirements to comply with • guarantees and warranties • efficient operation to facilitate the delivery of intended reduction in energy use • importance of ventilation • post completion services • provision of documentation including end-user advice information. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		10.6 Propose how to present information and recommendations for any remedial actions or changes to the retrofit process required to relevant stakeholders including, but not limited to: <ul style="list-style-type: none"> • clients • designers and contract administrators • installers and contractors • end-users • external enforcement and quality assurance bodies • funding organisations • guarantee or warranty providers. 			
		10.7 State who the recipients of the handover process are.			
		10.8 Explain why it is important to supply copies of the following documentation: <ul style="list-style-type: none"> • test certificates and commissioning records • operation and maintenance instructions and manuals • warranty and guarantee certificates • As constructed plans 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 13: Maintaining supplies of materials to meet project requirements in the workplace

Level: 5

Unit type: Mandatory in the following option routes:

1. Building and Civil Engineering
2. Highways Maintenance
3. Residential Development
4. Traditional and Heritage Building
6. Tunnelling

Optional in the following option routes:

5. Demolition
7. Retrofit

Guided learning hours: 40

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

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	Supervise the storage and use of at least one of the following materials and components so that material handling and movement is recorded, efficient and wastage is minimised: <ul style="list-style-type: none"> • raw materials • manufactured materials • components • prefabricated systems 			
		1.2	Explain how to supervise storage areas and facilities for the following material and component supplies so that they are effective for the project: <ul style="list-style-type: none"> • raw materials • manufactured materials • components • prefabricated systems. 			
		1.3	Describe how to minimise material and component handling, movement and wastage.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Calculate and keep accurate records of deliveries and stock position and pass the information on to decision makers.	2.1	Calculate and keep accurate stock control records, using at least one of the following, and pass the information onto decision makers: <ul style="list-style-type: none"> • manual • electronic. 			
		2.2	Describe different methods and techniques for calculating and keeping accurate manual and electronic records of deliveries and stock position.			
		2.3	Explain why accurate records of deliveries, calculations and stock position should be kept.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify and record problems with supply, discuss the information with suppliers of materials and pass on to decision makers.	3.1	<p>Identify and record problems with supply of at least four of the following, discuss the information with suppliers of materials and pass it on to decision makers:</p> <ul style="list-style-type: none"> • 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. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	<p>Describe how to identify the following problems with supply:</p> <ul style="list-style-type: none"> • 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. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Explain how to discuss problems with suppliers of the following materials: <ul style="list-style-type: none"> • raw materials • manufactured materials • components • prefabricated systems. 			
		3.4	Describe ways of passing on information about problems with supply to decision makers.			
4	Check stock records regularly and calculate what replacement stock will be needed.	4.1	Check stock records regularly and calculate what replacement stock will be needed and record the outcomes.			
		4.2	Explain how to calculate the following stock turnover processes for a project: <ul style="list-style-type: none"> • usage rates • initial impressed • just-in-time systems • call or draw-down systems. 			
		4.3	Describe how to check stock records in order to calculate replacement stock requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Identify opportunities for improving the use of stock and stock turnover and recommend improvements to decision makers.	5.1	Identify and record possible opportunities to improve the use of stock and stock turnover.			
		5.2	Make recommendations to decision makers that could improve the use of stock and stock turnover.			
		5.3	Explain how to identify opportunities to improve the use of stock.			
		5.4	Explain possible ways and means of identifying opportunities for improving the following stock turnover processes: <ul style="list-style-type: none"> • usage rates • initial impressed • just-in-time systems • call or draw-down systems. 			
		5.5	Describe how to make recommendations for improvements to decision makers.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 14: Maintaining the dimensional accuracy of the work in the workplace

Level: 4

Unit type:

Mandatory in option routes:

- 1. Building and Civil
- 3. Residential Development
- 4. Traditional and Heritage Building
- 7. Retrofit

Optional in the option routes:

- 2. Highways Maintenance and Repair
- 5. Demolition
- 6. Tunnelling

Guided learning hours: 50

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

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 or level the work.	1.1	Ensure the workforce is provided with clear and accurate dimensional information to enable them to position, align or level the work from at least four of the following: <ul style="list-style-type: none"> • lines • levels • angles • distances • curves • position • setting out points • loads • centres of gravity. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how to provide clear and accurate information on the following dimensional controls:</p> <ul style="list-style-type: none"> • lines • levels • angles • distances • curves • position • setting out points • loads • centres of gravity. 			
		1.3	Describe how to ensure the dimensional information is sufficient for the task.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Ensure that organisational checks on the dimensional controls have been carried out and record results to meet quality standards.	2.1	Confirm organisational checks have been carried out on the dimensional controls and are recorded to meet the quality standards of the project.			
		2.2	Describe how to record and confirm organisational checks have been carried out on the following dimensional controls to meet quality standards of the project: <ul style="list-style-type: none"> • lines • levels • angles • distances • curves • position • setting out points • loads • centres of gravity. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify any deviations in positions, alignments or levels and take corrective actions promptly correct them.	3.1	Establish and confirm any deviations in position, alignment or level from given standards for at least one of the following: <ul style="list-style-type: none"> • transfer of lines and levels • position • calculations • given information. 			
		3.2	Undertake corrective 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 how to implement corrective action as a result of dimensional deviations arising from: <ul style="list-style-type: none"> • incorrect lines and levels • position • calculations • given information. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Implement revised work practices and procedures to minimise deviations and to allow for different circumstances and conditions.	4.1	Implement and record revised work practices and procedures to minimise deviations and to allow for at least one of the following circumstances and conditions: <ul style="list-style-type: none"> • working environment • unforeseen events • planned events. 			
		4.2	Explain how to implement revised work practices and procedures for dimensional controls to minimise deviations.			
		4.3	Explain how to implement and record revised procedures for the following circumstances and conditions: <ul style="list-style-type: none"> • working environment • unforeseen events • planned events. 			
		4.4	Give reasons why work procedures and practices should be revised to minimise further deviation.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 15: Co-ordinating preparation for site operations in the workplace

Level: 4

Unit type:

Mandatory in Option Routes:

- 1. Building and Civil Engineering
- 6. Tunnelling

Optional in Option Routes:

- 2. Highways Maintenance and Repair
- 3. Residential Development
- 4. Traditional and Heritage Building
- 5. Demolition
- 7. Retrofit

Guided learning hours: 30

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify and use relevant information to prepare the project plans, clarify any unclear information and update for production planning purposes.	1.1	Identify, record and use relevant information, from at least four of the following sources of information used in preparing project plans: <ul style="list-style-type: none"> • survey reports • design documents • contractual documents • statutory consents • planning information • health, safety and environmental plans • risk assessments and method statements • programmes • records about the competence of people • sub-contractor arrangements and attendance • safe systems of work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	Seek clarification about any unclear information and update it for production planning purposes as necessary.			
		1.3	<p>Explain ways of identifying and sourcing the following relevant information:</p> <ul style="list-style-type: none"> • survey reports • design documents • contractual documents • statutory consents • planning information • health, safety and environmental plans • risk assessments and method statements • programmes • records about the competence of people • sub-contractor arrangements and attendance • safe systems of work. 			
		1.4	Explain the possible methods and techniques for clarifying unclear information.			
		1.5	Explain how to update information for production planning purposes and how to use the relevant information sourced.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.6	Give reasons why it is important to plan productivity using project planning information.			
2	Identify factors which may affect proposed works or operations and pass onto the people who may be affected.	2.1	Identify and record at least four of the following factors which might affect the proposed works: <ul style="list-style-type: none"> • occupiers • near neighbours • public access • site conditions • environmental considerations • vehicular access and egress • security and trespass • public utilities • heritage issues • archaeological • temporary works. 			
		2.2	Summarise the findings and inform people who may be affected, about factors affecting work or operational programmes.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	<p>Explain how to identify the following factors that might affect the proposed works:</p> <ul style="list-style-type: none"> • occupiers • near neighbours • public access • site conditions • environmental considerations • vehicular access and egress • security and trespass • public utilities • heritage issues • archaeological • temporary works. 			
		2.4	Explain ways of accurately describing and summarising factors about the proposed works.			
		2.5	Describe how best to inform people who need to know about factors affecting the works.			
		2.6	Explain why it is important to identify factors affecting the planned works and inform relevant people.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Confirm access points for sites and works or operations which are safe including works traffic and pedestrian segregation which minimise disruption.	3.1	Carry out site layout consultations to identify safe access points for the site and works, including works traffic and pedestrian segregation.			
		3.2	Agree and confirm safe access points that will maintain safety and minimise disruption.			
		3.3	<p>Explain how to confirm safe access points in relation to the site layout for operational purposes and works regarding the following:</p> <ul style="list-style-type: none"> • storage • temporary accommodation • work areas • plant • temporary services • access and egress • security • continuing use by occupiers • waste management • environmental control • provision for pre-fabricated components systems • existing fabric 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Explain how to establish access points that are safe and cause minimum disruption and segregation points for various projects or operations.			
		3.5	Explain how to segregate works traffic and pedestrians.			
		3.6	Give reasons as to why you need to minimise disruption and segregate works traffic and pedestrians.			
4	Confirm arrangements for adequate site safety, welfare and security before work or operations start, and throughout the construction programme.	4.1	Implement checks and confirm arrangements for site safety, welfare and security before work starts.			
		4.2	Implement regular checks to confirm arrangements for site safety, welfare and security throughout the duration of the works.			
		4.3	Explain how to confirm arrangements for site safety, welfare and security before work starts and throughout the duration of the works.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Confirm available resources for projects or operations before work starts.	5.1	Confirm and record at least four of the following resources for relevant projects or operations: <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	<p>Explain how to confirm that the following resources are available and correct for projects or operations before work starts:</p> <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Implement the site or work area layout plans for operational purposes and inform the relevant people who will be working onsite	6.1	Implement the considerations given to at least four of the following in relation to the site layout for operational purposes: <ul style="list-style-type: none"> • storage • temporary accommodation • work areas • plant • temporary services • access and egress • security • continuing use of occupiers • waste management • environmental control • provision for pre-fabricated components and systems • existing fabric. 			
		6.2	Communicate information about site or working area layout plans to people who will be working on site and record the relevant information provided.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	<p>Explain ways of establishing facilities for the following to ensure the site layout is suitable for operational purposes:</p> <ul style="list-style-type: none"> • storage • temporary accommodation • work areas • plant • temporary services • access and egress • security • continuing use of occupiers • waste management • environmental control • provision for pre-fabricated components and systems • existing fabric. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.4	<p>Explain how to inform people who will be working on the site about the plans sourced from the following:</p> <ul style="list-style-type: none"> • survey reports • design documents • contractual documents • statutory consents • planning information • health, safety and environmental plans • risk assessments and method statements • programmes • records on the competence of people • sub-contractor arrangements and attendance • safe systems of work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Implement the storage and use of materials, equipment, components and consumables 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, equipment, components and consumables and record the arrangements.			
		7.2	Ensure that materials, equipment, components and consumables 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 so that material handling and movement is efficient.			
		7.4	Explain how to implement the use of materials, equipment, components and consumables to minimise wastage.			
8	Place and maintain notices which provide accurate information about the works and which conform to organisational requirements.	8.1	Position accurate notices about the work or operations that conform to organisational requirements.			
		8.2	Maintain placed notices whilst ensuring that they are relevant to ongoing work programmes or operations.			
		8.3	Describe where to place notices that provide accurate information for the workforce.			
		8.4	Explain methods that ensure relevant notices conform to organisational requirements.			
		8.5	Explain different ways of maintaining notices and possible outcomes should notices not be maintained regularly.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Ensure notice has been given to all people who will be affected by the work or operation, about when the work will start, how long it will take and when it will be finished.	9.1	Provide people affected by project works or operations with information about when works or operations will start, expected durations and planned finishing or completion dates.			
		9.2	Explain how to give adequate notice to all the relevant people about when the work will start, how long it will take and when it will finish.			
		9.3	Explain how to communicate adequate notice to relevant people about the proposed time scales of the works.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 16: Planning highways maintenance and repair activities in the workplace

Level: 5

Unit type: Mandatory in Option Route 2: Highways Maintenance and Repair

Additional in all other option routes

Guided learning hours: 40

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm and record the work requirements of planning highway maintenance activities on controlled roads.	1.1	<p>Confirm and record the work requirements for at least two of the following maintenance activities: and at least five of the following repair activities on controlled roads:</p> <p>Maintenance Activities:</p> <ul style="list-style-type: none"> • scheduled and preventative • corrective • emergency. <p>Repair Activities:</p> <ul style="list-style-type: none"> • structure • surface • materials • markings • fittings • power and light • drainage 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • telecommunications • special services and equipment • landscaping • temporary traffic management • fencing • vehicle restraint systems • signs • lighting columns and traffic control equipment. 			
		1.2	Explain how work requirements for controlled roads and their scheduled and preventative, corrective and emergency maintenance or repair can be confirmed.			
		1.3	Explain who needs to be consulted when confirming work requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe how to confirm the work requirements for the following work activities:</p> <p>Repair activities</p> <ul style="list-style-type: none"> • structure • surface • materials • markings • fittings • power and light • drainage • telecommunications • special services and equipment • landscaping • temporary traffic management • fencing • vehicle restraint systems • signs • lighting columns and traffic control equipment. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Identify and review influencing factors about the work environment.	2.1	Consider at least three of the following influencing factors relating to the work environment: <ul style="list-style-type: none"> • organisational requirements • contractual requirements • statutory requirements • resource allocation • stakeholder requirements • working requirements • environmental considerations. 			
		2.2	Examine how to identify and review the following influencing factors: <ul style="list-style-type: none"> • organisational requirements • contractual requirements • statutory requirements • resource allocation • stakeholder requirements • working requirements • environmental considerations. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Examine how influencing factors can be identified and what different methods can be used to review them when planning maintenance or repair activities on controlled roads.			
3	Consult with guidance materials.	3.1	Consult at least two of the following guidance materials and record the outcomes: <ul style="list-style-type: none"> • manufacturer's instructions under the Construction Product Regulations • log books • maintenance schedules and manuals • practice guides and specifications • current legislation and official guidance. 			
		3.2	Explain how to identify and review the following guidance materials: <ul style="list-style-type: none"> • manufacturer's instructions under the Construction Product Regulations • log books • maintenance schedules and manuals • practice guides and specifications • current legislation and official guidance. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Explain how to review risk assessments and method statements and use that information to inform the planned work.			
		3.4	Describe how to record the outcome from consulting the guidance materials, risk assessments and method statements.			
		3.5	Examine when and how to consult manufacturer's instructions under the construction product regulations.			
4	Prioritise and record the maintenance activities by assessing and accounting for all the influencing factors.	4.1	Prioritise and record the maintenance activities by assessing and accounting for all of the following influencing factors: <ul style="list-style-type: none"> • organisational requirements • contractual requirements • statutory requirements • resource allocation • working requirements • environmental consideration • weather conditions. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	Describe how to assess and account for the following influencing factors: <ul style="list-style-type: none"> • organisational requirements • contractual requirements • statutory requirements • resource allocation • working requirements • environmental consideration • weather conditions. 			
		4.3	Explain how to prioritise scheduled and preventative, corrective and emergency maintenance activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Amend priorities to take account of changing circumstances whilst maintaining consistency.	5.1	<p>Review and update pre-determined maintenance or repair priorities, considering the following changing circumstances whilst maintaining consistency with the influencing factors:</p> <ul style="list-style-type: none"> • susceptibility to damage • safety requirements • need to inhibit, and respond to deterioration • compromised operational effectiveness • weather conditions • use or change of use • current legislation • resources • security threats. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	<p>Explain how to account for the following changing circumstances:</p> <ul style="list-style-type: none"> • susceptibility to damage • safety requirements • need to inhibit, and respond to deterioration • compromised operational effectiveness • weather conditions • use or change of use • current legislation • resources • security threats. 			
		5.3	<p>Explain how to amend priorities when reviewing the following influencing factors:</p> <ul style="list-style-type: none"> • organisational requirements • contractual requirements • statutory requirements • resource allocation • working requirements • environmental considerations. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.4	Assess the different types of temporary traffic management for all controlled roads.			
		5.5	Analyse the potential risks of works impacting on the cultural significance of the historic environment.			
		5.6	Evaluate the specific requirements for building and structures of traditional (pre 1919) construction or of architectural, historical or archaeological significance.			
6	Prepare plans or schedules of maintenance activities and negotiate and agree them with decision makers.	6.1	Prepare plans or schedules for at least two of the following maintenance activities: <ul style="list-style-type: none"> • regular programmes • tendered works • responsive works • cost estimated works • winter maintenance • traffic maintenance (signing, lighting and guarding) • temporary traffic management (on motorways and high speed dual carriageways) • risk assessments and method statements. 			
		6.2	Negotiate and agree the proposed plans or schedules with decision makers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	Explain how plans and schedules can be prepared for scheduled and preventative, corrective and emergency maintenance activities.			
		6.4	Explain how to negotiate and agree plans and schedules with decision makers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Prepare risk assessments and method statements.	7.1	Prepare risk assessments and method statements for three of the following: <ul style="list-style-type: none"> • structure • surface • materials • markings • fittings • power and light • drainage • telecommunications • special services and equipment • landscaping • temporary traffic management • fencing • vehicle restraint systems • signs • lighting columns and traffic control equipment. 			
		7.2	Explain the best approach to preparing risk assessments and method statements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	<p>Describe how to identify and rate the range of risks for the following:</p> <ul style="list-style-type: none"> • structure • surface • materials • markings • fittings • power and light • drainage • telecommunications • special services and equipment • landscaping • temporary traffic management • fencing • vehicle restraint systems • signs • lighting columns and traffic control equipment. 			
		7.4	Describe why preparing risk assessments and method statements is required.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Explain why it is important to identify and rate risks.			
8	Prepare plans and schedules.	8.1	Prepare plans and schedules for two of the following maintenance activities: <ul style="list-style-type: none"> • winter maintenance • traffic maintenance (signing, lighting and guarding) • temporary traffic management (on motorways and high-speed dual carriageways). 			
		8.2	Explain how to prepare plans and schedules for the following maintenance activities: <ul style="list-style-type: none"> • winter maintenance • traffic maintenance (signing, lighting and guarding) • temporary traffic management (on motorways and high-speed dual carriageways). 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 17: Supervising highways maintenance or repair activities in the workplace

Level: 4

Unit type: Mandatory in Option Route 2: Highways Maintenance and Repair

Additional in all other option routes

Guided learning hours: 40

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Supervise programmed maintenance or repair activities which will minimise disruption and maintain optimum performance.	1.1	<p>Undertake supervision duties for at least two of the following programmed maintenance activities and five of the following repair activities on controlled roads which will minimise disruption and maintain optimum performance:</p> <p>Maintenance activities:</p> <ul style="list-style-type: none"> • scheduled and preventative • corrective • emergency. <p>Repair activities:</p> <ul style="list-style-type: none"> • structure • surface • damaged materials • markings 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • fittings • power and light • drainage • telecommunications • special services and equipment • landscaping • temporary traffic management • fencing • vehicle restraint systems including noise reducing devices • signs • lighting columns and traffic control equipment. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how the following programmed maintenance activities should be supervised and carried out:</p> <ul style="list-style-type: none"> • regular programmes • tendered work, lump sum or fixed price • responsive works • winter maintenance • temporary traffic management measures (including but not limited to signing, lighting and guarding) • circulation fixtures (vehicle restraint systems and noise reducing systems, lighting columns and traffic control equipment, road marking including road studs and fixed vertical road traffic signs). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.3	Describe how to carry out repairs to the following: <ul style="list-style-type: none"> • structure • surface • damaged materials • markings • fittings • power and light • drainage • telecommunications • special services and equipment • landscaping • temporary traffic management • fencing • vehicle restraint systems including noise reducing devices • signs • lighting columns and traffic control equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Observe organisational requirements appropriate protection of the work environment and the workforce.	1.4	Explain how disruption to the works and general public can be minimised during maintenance or repair activities of controlled roads.			
		1.5	Describe different methods, and how to apply them, that can optimise work performance during maintenance or repair activities on controlled roads.			
		2.1	Protect the workforce, the general public, visitors and the environment by applying information relating to at least three of the following whilst observing organisational requirements: <ul style="list-style-type: none"> • methods of work • risk assessment • safe use and storage of tools and materials • temporary traffic management • emergency plans • health, safety and welfare. 			
		2.2	Describe what organisational requirements apply to maintenance or repair activities on controlled roads.			
		2.3	Describe what organisational requirements apply to the health, safety and wellbeing of the workforce.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify and assess faults and problems.	3.1	Identify and assess faults and problems associated with controlled roads due to at least three of the following: <ul style="list-style-type: none"> • limitations of design choices • manufacturing and construction errors • installation errors • incorrect use • incorrect maintenance. 			
		3.2	Describe how to identify and assess faults and problems associated with controlled roads due to the following: <ul style="list-style-type: none"> • limitations of design choices • manufacturing and construction errors • installation errors • incorrect use • incorrect maintenance. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	<p>Explain how to make recommendations and implement the following corrective actions for faults and problems on controlled roads:</p> <ul style="list-style-type: none"> • reconfigure • repair • replacement • cleaning • improvements • refurbishment. 			
		3.4	Explain how and why safe working methods and practices must be conformed to when implementing corrective actions for faults and problems with controlled roads.			
4	Recommend and implement corrective action which conforms to safe working methods and practices.	4.1	Recommend, record and implement corrective action taken which conforms to safe working methods and practices.			
		4.2	Explain how to conform to safe working methods and practices when implementing correction action for faults and problems on controlled roads.			
		4.3	State the importance of recommending, recording and implementing corrective actions and how to do this.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Update maintenance recording systems, implement them and monitor their use.	5.1	<p>Amend maintenance recording systems and implement them for at least one of the following activities:</p> <ul style="list-style-type: none"> • responsive works • winter maintenance • temporary traffic management (including but not limited to signing, lighting, guarding) • vehicle restraint systems and noise reducing systems, lighting columns and traffic control equipment, road marking including road studs and fixed vertical road traffic signs • environmental (landscape maintenance and upkeep of waterways including drainage) • inspections (structures and environmental activities, including circulation fixtures and carriageways) 			
		5.2	Monitor the use of the maintenance recording systems for regular programmes, tendered works, lump sum or fixed price.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.3	<p>Describe the types of maintenance recording systems used to update the following activities:</p> <ul style="list-style-type: none"> • regular programmes • tendered works, lump sum or fixed price • responsive works • winter maintenance • temporary traffic management (including but not limited to signing, lighting, guarding) • circulation fixtures (vehicle restraint systems and noise reducing systems, lighting columns and traffic control equipment, road marking including road studs and fixed vertical road traffic signs) • environmental (landscape maintenance and upkeep of waterways including drainage) • inspections (structures and environmental activities, including circulation fixtures and carriageways). 			
		5.4	Explain how to update the maintenance record systems and why this should be done.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Conduct pre-work inspections to meet organisational requirements and maintain performance using safe working methods and practices.	6.1	Carry out and record pre-work inspections to meet organisational requirements and maintain performance using safe working methods and practices for at least two of the following: <ul style="list-style-type: none"> • condition • performance • health and safety. 			
		6.2	Explain how to conduct pre-work inspections for condition, performance and health and safety in order to meet statutory requirements including but not limited to testing, examination and certification.			
		6.3	Explain how to ensure performance is maintained and how safe working practices are applied whilst conducting inspections.			
7	Keep accurate records of work progress checks, faults, problems, corrective action and quantities involved.	7.1	Implement recording systems following organisational procedures that maintain accurate records of work progress checks including faults, problems, corrective action and quantities involved.			
		7.2	Explain how to maintain accurate records of work progress checks which includes faults and problems, corrective action and quantities involved.			
		7.3	Give reasons why accurate records should be kept.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Identify, assess and maintain the necessary resources for maintenance activities.	8.1	<p>Identify, assess, record and maintain at least two of the following resources for at least two of the following maintenance activities:</p> <p>Resources:</p> <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work and facilities • waste management • utility providers. <p>Maintenance activities:</p> <ul style="list-style-type: none"> • regular programmes • tendered works, lump sum or fixed price • responsive works • winter maintenance • temporary traffic management (including but limited to signing, lighting, guarding). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.2	Explain how to identify, assess the quality of and maintain the following resources: <ul style="list-style-type: none"> • people • plant, equipment and machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers. 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 18: Handing over property in the workplace

Level: 6

Unit type: Mandatory in option route 3: Residential Development

Optional in option routes:

4. Traditional and Heritage Building

5. Demolition

7. Retrofit

Additional in option routes:

1. Building and Civil Engineering

2. Highways Maintenance and Repair

6. Tunnelling

Guided learning hours: 40

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Record 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 of the property.			
		1.2	Confirm hand over procedures and time when handing over property.			
		1.3	Explain how to confirm hand over procedures with the following: <ul style="list-style-type: none"> • client, customer or their representative • contractors and subcontractors • consultants • suppliers • workforce • internal management. 			
		1.4	Describe the techniques for negotiating and agreeing hand over times.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	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 and record any discrepancies that are evident between the work specifications and the finished work.			
		2.3	Explain how to analyse property specifications in order to compare details with the completed work including but not limited to: <ul style="list-style-type: none"> • demolition • building • refurbishment • conservation • repair and maintenance. 			
		2.4	Explain ways that properties can be checked against the specifications and record the outcomes.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Outline how to identify the following types of discrepancies that could occur between specifications and the completed work: <ul style="list-style-type: none"> • dimensions • finishings • fittings and services • quality • quantity • structure. 			
3	Take appropriate action to resolve any problems that emerge from an inspection of the property.	3.1	Take the appropriate actions needed to resolve any problems that emerge during property inspections prior and record the outcomes.			
		3.2	Explain how properties can be inspected to ensure work or tasks are complete prior to handover and how results should be recorded.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	<p>Explain how to take appropriate action to resolve problems identified during an inspection of the property relating to:</p> <ul style="list-style-type: none"> • cleanliness • damage • removal of redundant materials • dimensions • finishings, fittings and services • quality • quantity • structure • health and safety issues • access and egress. 			
4	Ensure the property is clean and tidy, all redundant materials are removed, and records are kept of all preparation activities.	4.1	Inspect properties to ascertain cleanliness and tidiness prior to the handover, ensure any redundant materials are removed and record all the preparation activities undertaken.			
		4.2	Implement actions where necessary to resolve any problems with the property before handover keeping a record of the corrective actions that took place.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 this not be the case.			
5	Observe organisational procedures appropriate to the work environment.	5.1	Protect the workforce, the general public, visitors and the environment by applying information relating to at least three of the following: <ul style="list-style-type: none"> • methods of work • risk assessment • safe use and storage of tools and equipment • safe use and storage of materials • traffic control • emergency plans. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	<p>Explain what organisational procedures apply to ensure the protection of the workforce, the general public, visitors and the environment in relation to the following:</p> <ul style="list-style-type: none"> • methods of work • risk assessment • safe use and storage of tools and equipment • safe use and storage of materials • traffic control • emergency plans. 			
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	Provide the recipient with all relevant documents, information and keys or access media and record all the details relating to the property provided to the recipient.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	<p>Explain what organisational procedures apply directly to the handover of property including but not limited to:</p> <ul style="list-style-type: none"> • warranties • certificates • energy performance certificates (EPC) • guarantees 			
		6.4	<p>Explain how to ensure that the following relevant information is available, including but not limited to:</p> <ul style="list-style-type: none"> • utility meter(s) location • communication system • appliance operation details • access and egress systems • security • arrangements for refuse collection • local amenities • danger zones 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.5	Describe how to provide the relevant information to the following recipients ensuring that records are kept: <ul style="list-style-type: none"> • client, customer or their representative • internal representative • new owner • existing owner • main contractor • sub-contractors • third parties • local authority 			
7	Advise the recipient of the procedure for contacting the appropriate people in the event of any problems arising after handover.	7.1	Advise and provide the recipient with requisite contact and procedural information for contacting the appropriate people in the event of any problems arising after the handover.			
		7.2	Explain how to provide the recipient with details of the appropriate people to contact in the event of any problems following handover.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 19: Providing customer service in the construction workplace

Level: 6

Unit type: Mandatory in option route 3: Residential Development

Optional in option routes:

2. Highways Maintenance and Repair

4. Traditional and Heritage Building

7. Retrofit

Additional in option routes:

1. Building and Civil Engineering

5. Demolition

6. Tunnelling

Guided learning hours: 50

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify and use organisational procedures to implement systems or processes that will deliver and improve customer service.	1.1	Record and use identified information to implement systems or processes that will deliver customer service for at least two of the following: <ul style="list-style-type: none"> • specifications • drawings • instructions and variations • feedback processes. 			
		1.2	Revise ways of improving customer service whilst implementing customer service systems and processes.			
		1.3	Describe how to identify organisational procedures, current legislation and official guidance relevant to delivering and improving customer service.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Explain how to deliver and improve customer service by using identified information to implement and record systems or processes for the following:</p> <ul style="list-style-type: none"> • organisational procedures • specifications • drawings • instructions and variations • feedback processes. 			
2	Give a consistent and reliable service that promotes a customer's confidence.	2.1	Give a consistent and reliable service and maintain records of how the provision of customer service promotes customer confidence.			
		2.2	Examine current customer procedures and systems to identify if they provide consistent customer service and evaluate the current methods used.			
		2.3	Explain how to 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 and promote customer confidence.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Work with others to resolve customer services problems and communicate with customers.	3.1	Work with others to resolve customer service problems using at least two of the following forms of communication: <ul style="list-style-type: none"> • electronic • verbal • via a second person • feedback documents • group meetings. 			
		3.2	Describe how to work with others to resolve customer service problems using the following forms of communication: <ul style="list-style-type: none"> • electronic • verbal • via a second person • feedback documents • group meetings. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	<p>Explain how to best communicate and share information with the following:</p> <ul style="list-style-type: none"> • client, customer or their representative • contractors and sub-contractors • consultants • workforce. 			
4	Communicate with customers to provide information, check and record their satisfaction.	4.1	<p>Communicate with customers to provide information, check and record satisfaction for at least two of the following actions:</p> <ul style="list-style-type: none"> • corrective • referral • investigative • reactive • proactive. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	Explain how to communicate with customers to check and record satisfaction with the information provided for the following actions: <ul style="list-style-type: none"> • corrective • referral • investigative • reactive • proactive. 			
		4.3	Explain what checks can be undertaken to ensure that customers are satisfied with actions taken.			
5	Solve problems within existing systems or procedures that may affect customers before the customer becomes aware of them.	5.1	Investigate and collate information on the current customer procedures and systems to identify potential problems			
		5.2	Apply rectification measures to procedures and systems to eliminate or reduce identified potential customer problems before the customer becomes aware of them.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.3	Describe how to identify problems within existing systems or procedures that may affect customers, including but not limited to: <ul style="list-style-type: none"> • current legislation • official guidance • organisational procedures • specifications • drawings • instructions and variations • feedback processes. 			
		5.4	Explain how to ensure problems in systems or procedures are resolved before customers become aware of them.			
6	Confirm that the service given meets the customer's needs and expectations.	6.1	Establish the level of service expected by the customers and confirm it with them from the outset.			
		6.2	Regularly communicate with customers to check that the service given has met their needs and expectations and record the outcomes.			
		6.3	Explain ways of communicating with the customers to confirm that they are satisfied with the given level of service and that it meets their needs and expectations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Inform and record any changes to customer service systems or procedures to those people responsible.	7.1	Inform and record any changes to customer service systems or procedures that will reduce the chance of problems being repeated to at least two of the following people responsible: <ul style="list-style-type: none"> • client, customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce 			
		7.2	Describe how to identify recurring problems in customer service systems and procedures.			
		7.3	Explain how to report on customer service systems and procedures to reduce the chance of problems being repeated.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Describe how best to inform the following about changes to customer service systems and procedures: <ul style="list-style-type: none"> • client, customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce 			
8	Share information to maintain and improve standards of service delivery.	8.1	Share and record information to maintain and improve standards of service delivery with those people responsible.			
		8.2	Explain how to improve and maintain standards of service delivery.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.3	Describe how to share information in order to maintain and improve standards of service with the following: <ul style="list-style-type: none"> • client, customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce. 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 20: Supervising activities to traditional and heritage buildings and structures in the workplace

Level: 5

Unit type: Mandatory in option route 4: Traditional and Heritage Building

Optional in all other option routes

Guided learning hours: 60

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Carry out supervision activities which will minimise disruption and maintain optimum performance.	1.1	Undertake supervision duties for at least two of the following programmed work activities on traditional and heritage buildings and structures: <ul style="list-style-type: none">• repair• maintenance• conservation• alteration• adaption• energy efficiency retrofit• installation or replacement of building services.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how to supervise programmed work activities to traditional and heritage buildings and structures for the following:</p> <ul style="list-style-type: none"> • repair • maintenance • conservation • alteration • adaption • energy efficiency retrofit • installation or replacement of building services. 			
		1.3	<p>Explain how to minimise disruption to the following:</p> <ul style="list-style-type: none"> • workforce • sub-contractors • suppliers • consultants • visitors • general public • other works. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Examine what current legislation and official guidance applies to work for traditional and heritage buildings and structures.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	<p>Evaluate a range of heritage issues that can affect the supervising of programmed work activities including but not limited to:</p> <ul style="list-style-type: none"> • sustainability • fire safety • hot works • archaeology • wildlife and ecology • condition of existing buildings and structures • performance of traditional materials and construction methods • sequencing of trades • protection of heritage features • temporary works • conservation management plans • heritage impact statements • legislation and official guidance relating to built heritage 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> specialist survey and investigations to understand the existing buildings and structures and inform proposed works including but not limited to: <ul style="list-style-type: none"> heritage issues and significance construction materials and methods condition and behaviour the range of diagnostic investigations 			
		1.6	<p>Explain the following key terms and concepts relevant to traditional and historic buildings and structures including but not limited to:</p> <ul style="list-style-type: none"> heritage values significance principles of conservation sustainable development and management. 			
		1.7	Compare the differences in performance characteristics between traditional and modern materials and construction methods.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Observe organisational requirements appropriate to the protection of the workforce.	2.1	<p>Observe organisational requirements appropriate for the protection of the workforce, visitors and the environment by the application of information relating to at least three of the following:</p> <ul style="list-style-type: none"> • methods of work • risk assessment • safe use and storage of tools • safe use and storage of materials • traffic management • emergency plans • fire safety • hot works • environmental factors. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	<p>Describe the current legislation and official guidance that applies directly to the protection of the workforce, visitors and the environment in relation to the following:</p> <ul style="list-style-type: none"> • methods of work • risk assessment • safe use and storage of tools • safe use and storage of materials • traffic management • emergency plans • fire safety • hot works • environmental factors. 			
3	Check the validity of team members' documentation.	3.1	<p>Check the validity of team members by verifying the following documentation:</p> <ul style="list-style-type: none"> • industry certification cards • competence schemes • qualifications • certificates and training 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	Describe how to check the validity of team members' industry certification cards, competence schemes, qualifications, certificates and training.			
		3.3	Explain why it is necessary to check the validity of documentation before the team members enter the site to commence work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Identify and assess defects, faults and issues, recommend and implement corrective action which conforms to safe working methods and practices.	4.1	<p>Identify and assess any defective works, faults or other issues and recommend and implement corrective action, which conforms to safe working methods and practices, for at least three of the following:</p> <ul style="list-style-type: none"> • construction errors • identification of further utilities • non-compliance with legislation and official guidance relating to built heritage • environmental concerns • previous incorrect maintenance • previous selection of inappropriate materials and construction methods • identification of hazardous materials • breaches of security • poor workmanship • faults caused by incorrect sequencing of trades • discovery of architectural or archaeological features during the works • condition of existing buildings and structures • limitations of design choices. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	<p>Describe how to identify and assess defects, faults and other issues for traditional and heritage buildings and structures including but not limited to:</p> <ul style="list-style-type: none"> • construction errors • identification of further utilities • non-compliance with legislation and official guidance relating to built heritage (listed building consent, planning permission, scheduled monument consent, conservation area consent, ecclesiastical exemption) • environmental concerns • previous incorrect maintenance • previous selection of inappropriate materials and construction methods • identification of hazardous materials • breaches of security • poor workmanship • faults caused by incorrect sequencing of trades 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> discovery of architectural or archaeological features during the works condition of existing buildings and structures limitations of design choices. 			
		4.3	Explain why it is important to identify and assess defects, faults and issues.			
		4.4	Explain how to recommend to stakeholders about corrective actions and changes made to the programme.			
5	Keep accurate records of work progress checks, defects, problems, corrective action and quantities involved.	5.1	Implement recording systems following organisational procedures that keeps accurate records of work progress by conducting checks for defective works, problems, faults and other issues and record the decisions and corrective action taken with the quantities involved.			
		5.2	Describe how to keep accurate records of work progress checks by conducting checks for defects, problems and other issues and any decisions and corrective action taken.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.3	Explain how to keep accurate records of quantities of the following resources used: <ul style="list-style-type: none"> • people • plant • equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers 			
		5.4	Give reasons why accurate records should be kept.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Identify, assess and record the necessary resources for work activities for traditional and heritage buildings and structures.	6.1	Identify, assess and record the acquisition and maintain at least four of the following resources for work activities for traditional and heritage buildings and structures: <ul style="list-style-type: none"> • people • plant • equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers. 			
		6.2	Examine how to identify, assess and record the acquisition of the resources for work activities to traditional and heritage buildings and structures.			
		6.3	Explain how resources are maintained for work activities to traditional and heritage buildings and structures.			
		6.4	Explain how to recognise and determine when specialist skills and knowledge are required and report accordingly.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 21: Supervising tunnelling activities in the workplace

Level: 6

Unit type: Mandatory in option route 6: Tunnelling

Optional in all other option routes

Guided learning hours: 70

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Supervise tunnelling activities and provide input into the programmes, plans or schedules which will minimise disruption and maintain optimum performance.	1.1	Undertake supervision duties and provide input into the programmes, plans or schedules which will minimise disruption and maintain optimum performance for at least two of the following tunnelling activities: <ul style="list-style-type: none"> • mobile plant and machinery operations • back up services installation • operation, maintenance or removal • spoil removal • access equipment erection, maintenance or removal • pipejacking operations • micro tunnelling operations • excavation and installation of supports • shaft and tunnel construction • tunnel transport 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • spraying concrete lining • operating separation plant • temporary works • lifting loads. 			
		1.2	<p>Explain how to supervise and provide input into programmes, plans or schedules for at least six of the following tunnelling activities:</p> <ul style="list-style-type: none"> • mobile plant and machinery operations • back up services installation • operation, maintenance or removal • spoil removal • access equipment erection, maintenance or removal • pipejacking operations • micro tunnelling operations • excavation and installation of supports • shaft and tunnel construction 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • tunnel transport • spraying concrete lining • operating separation plant • temporary works • lifting loads. 			
		1.3	Explain how to minimise disruption during tunnelling activities to: <ul style="list-style-type: none"> • other works • the workforce • other personnel on site • members of the public • occupiers • site visitors • people affected by on-site operations. 			
		1.4	Explain possible methods to optimise and maintain work performance during tunnelling activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Observe current legislation, regulations and official guidance appropriate to the work environment for protection and safety of everyone.	2.1	<p>Ensure compliance to current legislation, regulations and official guidance appropriate to the work environment to ensure the protection and the safety of the workforce, the general public, visitors and the environment by the application of information relating to at least three of the following:</p> <ul style="list-style-type: none"> • methods of work • tunnel access arrangements • risk assessments • safe use and storage of tools • safe use and storage of materials • traffic management • emergency plans • fire safety • hot works • environmental factors. 			
		2.2	Explain what current legislation, regulations and official guidance applies directly to tunnelling activities appropriate to the work environment to ensure protection and safety of the workforce, the general public, visitors and the environment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	<p>Describe how to use current legislation and official guidance appropriate to the work environment for the protection of the workforce, the general public, visitors and the environment by applying the following information sources:</p> <ul style="list-style-type: none"> • methods of work • tunnel access arrangements • risk assessments • safe use and storage of tools • safe use and storage of materials • traffic management • emergency plans • fire safety • hot works • environmental factors. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify and assess common tunnelling defects and problems and recommend and implement corrective action which conforms to safe working methods and practices.	3.1	Observe and evaluate the preparation and work activities against given requirements and methods of work to identify tunnelling defects and problems.			
		3.2	<p>Identify and assess common tunnelling defects and problems, recommend and implement corrective actions to be taken which conform to safe working methods and practices to at least three of the following:</p> <ul style="list-style-type: none"> • limitations of design choices • construction errors • identification of further utilities • archaeology and heritage concerns • environmental concerns • incorrect maintenance • identification of hazardous materials • breaches of security • changes in ground conditions. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Describe how to identify and assess the following common tunnelling defects and problems: <ul style="list-style-type: none"> • limitations of design choices • construction errors • identification of further utilities • archaeological and heritage concerns • environmental concerns • incorrect maintenance • identification of hazardous materials • breaches of security • changes in ground conditions 			
		3.4	Explain methods that can be used to assess and identify potential tunnelling defects and problems.			
		3.5	Explain how to make recommendations and implement the required corrective actions, in accordance with safe working methods and practices, to rectify tunnelling defects and problems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Keep accurate records of work progress checks and quantities involved.	4.1	<p>Set up recording systems, following organisational requirements, that detail work progress checks and the tunnelling defects and problems, corrective action taken and quantities involved of the following resources:</p> <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utilities 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	<p>Explain how to keep accurate records of work progress by conducting checks for tunnelling defects and problems, corrective actions taken, and quantities involved for the following resources:</p> <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utilities. 			
		4.3	Explain why accurate records of work progress checks, defects, problems, corrective actions taken, and quantities involved are needed.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Identify, assess and record the acquisition and maintenance for the necessary resources for tunnelling activities.	5.1	<p>Identify, assess and record the acquisition and maintenance of at least four of the following resources for at least three of the following tunnelling activities:</p> <p>Resources:</p> <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers. <p>Tunnelling activities:</p> <ul style="list-style-type: none"> • mobile plant and machinery operations • back up services installation, operation, maintenance or removal • spoil removal • access equipment erection, maintenance or removal 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • pipejacking operations • micro tunnelling operations • excavation and installation of supports • shaft and tunnel construction • tunnel transport • spraying concrete lining • operating separation plant • temporary works • lifting loads. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	<p>Explain how to identify, assess and record the acquisition and maintenance of the necessary resources for tunnelling activities:</p> <p>Resources:</p> <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers. <p>Tunnelling activities:</p> <ul style="list-style-type: none"> • mobile plant and machinery operations • back up services installation, operation, maintenance or removal • spoil removal • access equipment erection, maintenance or removal 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • pipejacking operations • micro tunnelling operations • excavation and installation of supports • shaft and tunnel construction • tunnel transport • spraying concrete lining • operating separation plant • temporary works • lifting loads. 			
		5.3	Explain how resources can be assessed for quality and how to maintain the necessary resources for tunnelling activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Comply with the given contract information when supervising tunnelling activities to carry out the work efficiently to the required specification.	6.1	<p>Undertake supervision duties, complying with the given contract information, of the work activities to form tunnels ensuring the that the work is carried out efficiently to the required specification in at least one of the following occupational areas:</p> <ul style="list-style-type: none"> • hand miner • shaft miner • tunnelling machine operator • machine tunnelling operative • spoil removal equipment operative • tunnel services operative • tunnel transport operator • tunnel fitter's mate • tunnel electrician's mate • sprayed concrete lining tunnelling operative • pipejacking operative • micro-tunnelling operative • separation plant operative • specialist tunnelling occupations. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		6.2 Explain how to comply with the given contract information to supervise activities to form tunnels ensuring the work is carried out sufficiently to the required specification in the following occupational areas: <ul style="list-style-type: none"> • hand miner • shaft miner • tunnelling machine operator • machine tunnelling operative • spoil removal equipment operative • tunnel services operative • tunnel transport operator • tunnel fitter's mate • tunnel electrician's mate • sprayed concrete lining tunnelling operative • pipejacking operative • micro-tunnelling operative • separation plant operative • specialist tunnelling occupations. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	<p>Describe how to apply safe work practices, procedures and skills, relating to the supervision of the following methods of work and materials used to meet the specification:</p> <ul style="list-style-type: none"> • booking in and out of tunnels • setting out lines and templates for shaft and tunnel excavations • excavation of tunnels using different methods (by hand, machines, segments, sprayed concrete lining and by pipejacking) • installing, using and moving permanent tunnel support and service systems • installing, using, moving and removing temporary tunnel support and service systems • installing, moving and removing spoil removal systems • dealing with ground water and de-watering methods • signalling the movement of loads, vehicles and machinery 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • working with tunnel and shaft transport systems • using hand tools, power tools and equipment • working at height • using access equipment • team work and communication • needs of other occupations associated with tunnelling. 			
		6.4	Explain why it is important to carry out the work efficiently to the required specification.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 22: Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace

Level: 4

Unit type: **Mandatory in option routes:**
1. Building and Civil Engineering
5. Demolition
6. Tunnelling

Optional in option routes:
2. Highways Maintenance and Repair
3. Residential Development
4. Traditional and Heritage Building

Additional in option route 7: Retrofit

Guided learning hours: 30

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

The assessor requirements for this unit must include: verifiable, current industry experience/qualification at, or above, the level of this unit. The assessor must demonstrate relevant occupational competence and knowledge of Temporary Works.

In assessing this unit, the assessor must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret and confirm the relevance of the information in relation to the installation, maintenance and removal of temporary works.	1.1	Interpret and confirm the relevance of the following information in relation to the supervision of installing, maintaining and removal of temporary works: <ul style="list-style-type: none">• drawings• check certificates• hold points• permits to work• specifications• schedules• method statements• risk assessments• manufacturers' information.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how to interpret the given design information relating to the work and resources to confirm its accuracy, completeness and relevance to the building type and construction and record and report issues in relation to the following:</p> <ul style="list-style-type: none"> • drawings • check certificates • hold points • permits to work • specifications • schedules • method statements • risk assessments • manufacturers' information. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.3	<p>Examine the characteristics, uses and limitations of the following temporary works including but not limited to:</p> <ul style="list-style-type: none"> • pedestrian and vehicular access • Earthworks: trenches, excavations, temporary slopes and stockpiles. • Structures: formwork, falsework, propping, façade retention, needling, shoring, edge protection, scaffolding, temporary bridges, site hoarding and signage, site fencing, cofferdams. • Equipment/plant foundations: tower crane bases, supports, anchors and ties for construction hoists and mast climbing work platforms, groundworks to provide suitable locations for plant erection • dewatering • non-permanent vehicle restraint systems • traffic management. 			
		1.4	<p>Explain how to identify the correct sequence of work for installation, maintenance and removal of temporary works.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	<p>Explain how to implement organisational requirements to report inappropriate:</p> <ul style="list-style-type: none"> • drawings • specifications • schedules • method statements • risk assessments • electronic data • written and verbal instructions • permits • manufacturers' information • official guidance associated with installation, maintenance, monitoring and removal of temporary works. 			
		1.6	Explain the organisational requirements to solve problems with the information given and why it is important to follow them.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Observe current legislation and official guidance to the work environment to ensure protection and safety of the workforce.	2.1	<p>Observe current legislation and official guidance to the work environment to ensure protection and safety of the workplace, the general public, visitors and the environment by the application of information relating to at least three of the following:</p> <ul style="list-style-type: none"> • methods of work • risk assessment • safe use and storage of tools • safe use of access equipment • traffic management • emergency plans • fire safety • hot works • environmental factors. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	<p>Explain how to comply with relevant, current legislation and official guidance and how it is applied to install and maintain safe, healthy and environmentally responsible work practices including:</p> <ul style="list-style-type: none"> • communicate and coordinate with the responsible person • methods of work • safe use of health and safety control equipment • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		2.3	Explain why communication and coordination with the responsible person as denoted by industry standards is required.			
		2.4	Describe the organisational requirements for the security of temporary works.			
		2.5	Explain why it is important to follow the correct sequence of work when installing and removing temporary works installations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify, assess and maintain resources for temporary works.	3.1	Identify, assess and maintain the following resources for temporary works: <ul style="list-style-type: none"> • people • plant • equipment or machinery • materials and components • sub-contractors • information • waste management • utilities (power, water, lighting). 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	<p>Explain how to identify, assess and record the acquisition of the following resources:</p> <ul style="list-style-type: none"> • people • plant • equipment or machinery • materials and components • sub-contractors • information • work and facilities • waste management • utilities (power, water, lighting). 			
		3.3	Appraise the quality of the resources.			
		3.4	Establish how to maintain the resources for work activities.			
		3.5	Explain how any problems and defects associated with the resources are reported.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Examine the hazards associated with temporary works for the following: <ul style="list-style-type: none"> • materials • supports • components • fittings and fixings • hand tools • portable power tools and equipment • methods of installation. 			
		3.7	Apply project and organisational requirements to obtain a permit to load from the relevant responsible person as denoted by industry standards.			
4	Confirm that all materials, equipment and tooling is correct prior to installation.	4.1	Check and confirm that all materials, equipment and tooling is correct prior to installation.			
		4.2	Implement organisational procedures, to report inappropriate; materials, machinery and equipment associated with the installation, maintenance, monitoring and removal of temporary works.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Explain why it is important to report inappropriate materials, machinery and equipment associated with the installation, maintenance, monitoring and removal of temporary works.			
5	Supervise the installation of the temporary works in accordance with the programme of works.	5.1	Supervise the installation of the temporary works in accordance with the programme of works to meet the needs of the organisational and other stakeholder procedures.			
		5.2	Keep and maintain accurate records of work progress through the conducting of regular checks of the temporary works.			
		5.3	Explain why accurate records, to maintain and monitor the progress of the temporary works, are required and how to do this.			
		5.4	Explain how and to whom to communicate and suggest corrective actions and changes to the programme.			
6	Keep accurate records of work progress checks completed.	6.1	Keep accurate records of work progress checks, faults, problems, corrective actions, quantities involved and maintain safe working methods and practices.			
		6.2	Describe how the installation of the works, in accordance with the programme and schedule, is to be carried out to meet the needs of the organisation and other stakeholders.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	Distinguish the hazards associated with temporary works materials, supports, components, fittings, fixings and tooling in relation to the installation of temporary works.			
		6.4	Explain why deadlines should be kept in the installation and removal of temporary works structures.			
7	Handover the temporary works in accordance with organisational procedures.	7.1	Handover the temporary works in accordance with organisational procedures.			
		7.2	Explain why handover of temporary works to the responsible person in compliance with organisational procedures is required.			
		7.3	Confirm how to identify the responsible person for temporary works.			
		7.4	Explain methods to obtain certificates of sign-off works from the responsible person.			
8	Supervise the removal of the temporary works in accordance with the programme of works.	8.1	Supervise the removal of the temporary works in accordance with the programme of works to meet the needs of organisational and other stakeholder requirements.			
		8.2	Define how the removal of the works in accordance with the programme and schedule is to be carried out to meet the needs of the organisation and other stakeholders.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.3	Determine the hazards associated with temporary works materials, supports, components, fittings, fixings and tooling in relation to the removal of temporary works.			
		8.4	Outline the project and organisational procedures to obtain permission to remove the temporary works from the responsible person.			
		8.5	Clarify how to comply with organisational procedures to remove temporary works.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 23: Managing own personal development in the workplace

Level: 6

Unit type: Mandatory in option route 2: Highways Maintenance and Repair

Optional in all other option routes.

Guided learning hours: 30

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Define your aims and objectives for undertaking personal development.	1.1	Analyse, determine and record personal aims and objectives to meet work requirements.			
		1.2	Explain how to define your aims and objectives based on the following for undertaking development: <ul style="list-style-type: none"> • preparation for new assignment • intellectual challenge • continued professional development (CPD) • professional competence • compliance with employer • professional body membership requirements • promotion and role change • awareness of personal strengths and areas of focus 			
		1.3	Give reasons why to need to define aims and objectives.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Contact sources of support and guidance to identify recognised standards for you to manage your personal development.	2.1	<p>Access at least three of the following sources of support and guidance to identify recognised standards to manage your personal development:</p> <ul style="list-style-type: none"> • national organisations • industry organisations and associations • professional institutions • further education organisations • training providers • in-house resources • line manager • colleagues • trade periodicals and journals • social media • online resources • certification bodies 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	<p>Explain how to access the following sources of support and guidance to identify recognised standards:</p> <ul style="list-style-type: none"> • national organisations • industry organisations and associations • professional institutions • further education organisations • training providers • in-house resources • line manager • colleagues • trade periodicals and journals • social media • online resources • certification bodies. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	<p>Give reasons why you need to access the following recognised standards for you to undertake personal development:</p> <ul style="list-style-type: none"> • job descriptions • professional institution requirements • national occupational standards • industry recognised standards. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Analyse the current level of your knowledge and performance.	3.1	Examine the current level of your knowledge and work performance and compare against selected and recognised standards.			
		3.2	Describe how to analyse current personal levels of knowledge and performance against the following selected and recognised standards: <ul style="list-style-type: none"> • job descriptions • professional institution requirements • national occupational standards • industry recognised standards. 			
		3.3	Explain how to develop a profile of your personal development needs based on the following: <ul style="list-style-type: none"> • maintenance of existing competence • improvements to existing skills • improvements to existing knowledge • development of new skills and knowledge • commitment to professional excellence. 			
		3.4	Give reasons why you need a profile of your personal development needs.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Develop a profile of your competence and personal development needs.	4.1	Determine a profile of your competence and personal development needs and record the outcomes.			
		4.2	Explain how to develop a profile of your knowledge and competence against the following identified recognised standards: <ul style="list-style-type: none"> • job descriptions • professional institution requirements • national occupational standards • industry recognised standards. 			
		4.3	Explain how to measure achievement of the following identified personal development needs: <ul style="list-style-type: none"> • maintenance of existing competence • improvements to existing skills • improvements to existing knowledge • improvement to existing competence • development of new skills and knowledge • commitment to professional excellence. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prepare a development plan for achieving identified development needs.	5.1	Prepare and record a personal development plan based on identified development needs.			
		5.2	Describe how to prepare a personal development plan based on the following: <ul style="list-style-type: none"> • maintenance of existing competence • improvements of existing skills • improvements of existing knowledge • development of new skills and knowledge • commitment to professional excellence. 			
		5.3	Explain why a personal development plan needs to be prepared.			
6	Undertake development activities aimed at achieving identified development needs, reviewing the effectiveness of the activities.	6.1	Engage in development activities aimed at meeting personal development needs.			
		6.2	Establish and/or use processes that can review development progress.			
		6.3	Review and record the effectiveness of the development activities undertaken.			
		6.4	Explain different ways to undertake development activities to achieve personal development needs.			
		6.5	Explain how to review and record progress and evaluate effectiveness of activities undertaken.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Obtain, accept and record feedback from people who can judge your performance.	7.1	Obtain feedback from people who can judge your performance and provide objective, valid feedback.			
		7.2	Accept and record the feedback provided to aid in future development.			
		7.3	Explain how to obtain, accept and record feedback from people who can judge your performance and provide objective, valid feedback.			
		7.4	Explain why you need to obtain and accept feedback provided.			
8	Review the cycle of personal development aims and objectives to revise and update aims and objectives to suit changing circumstances.	8.1	Conduct regular reviews on personal aims and objectives and record the outcomes.			
		8.2	Measure and update personal development plans that meet changing work circumstances.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.3 Explain how to review the cycle of the following personal development aims and objectives: Personal Development <ul style="list-style-type: none"> • maintenance of existing competence • improvements to existing skills • improvements to existing knowledge • development of new knowledge and skills • commitment to professional excellence Aims and Objectives <ul style="list-style-type: none"> • preparation for new assignment • intellectual challenge • continued professional development (CPD) • professional competence • compliance with employer • professional body membership requirements • promotion and role change • awareness of personal strengths and weaknesses 			
		8.4 Explain how to revise and update aims and objectives to suit changing circumstances.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.5	Give reasons why personal development plans should be reviewed, revised and updated.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 24: Planning demolition activities in the workplace

Level: 7

Unit type: Optional in option routes:
4. Traditional and Heritage Building
5. Demolition

Additional in all other optional routes.

Guided learning hours: 60

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm the work requirements when planning demolition activities against the information supplied	1.1	<p>Confirm and record at least two of the following demolition activities against at least five of the following information sources:</p> <p>Demolition activities:</p> <ul style="list-style-type: none"> • soft strip • mechanical demolition • remote mechanical demolition • explosive demolition • selective demolition • diamond drilling and sawing. <p>Information sources:</p> <ul style="list-style-type: none"> • survey reports • design • Building Information Modelling (BIM) 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • contractual • statutory consents • risk assessments and method statements • programmes • records about the competence of people • sub-contractor arrangements • health, safety and environmental plan • asbestos surveys • service disconnection certificates • utilities survey report. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how to confirm and record the work requirements for the following demolition activities against the following information sources:</p> <p>Demolition activities:</p> <ul style="list-style-type: none"> • soft strip • mechanical demolition • remote mechanical demolition • explosive demolition • selective demolition • diamond drilling and sawing. <p>Information sources:</p> <ul style="list-style-type: none"> • survey reports • design • Building Information Modelling (BIM) • Contractual • statutory consents • risk assessments and method statements • programmes 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> records about the competence of people sub-contractor arrangements health, safety and environmental plan asbestos surveys service disconnection certificates utilities survey report. 			
		1.3	Discuss why it is important to confirm the work requirements against the information sources.			
		1.4	Explain who needs to be consulted when confirming work requirements for demolition activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Identify, review and record influencing factors and guidance materials in relation to the work environment.	2.1	<p>Identify, review and record the findings from at least three of the following influencing factors and two of the following guidance materials in relation to the work environment when planning demolition activities:</p> <p>Influencing Factors:</p> <ul style="list-style-type: none"> • organisational requirements • contractual requirements • statutory requirements • resource allocation • Stakeholder requirements • environmental considerations <p>Guidance Materials:</p> <ul style="list-style-type: none"> • owner's manuals • log books • maintenance schedules and manuals • practice guides and specifications • organisational requirements. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	<p>Explain how to identify and review the following influencing factors in relation to the work environment:</p> <ul style="list-style-type: none"> • organisational requirements • contractual requirements • statutory requirements • resource allocation • Stakeholder requirements • environmental considerations • temporary works. 			
		2.3	<p>Explain how to identify and review influencing factors against the following guidance materials:</p> <ul style="list-style-type: none"> • owner's manuals • log books • maintenance schedules and manuals • practice guides and specifications • organisational requirements. 			
		2.4	<p>Give reasons why influencing factors should be reviewed against guidance materials in relation to the work environment.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prioritise demolition activities by assessing, recording and accounting for all the influencing factors.	3.1	Assess, record and account for all the influencing factors whilst prioritising demolition activities.			
		3.2	Explain how to assess and account for the following influencing factors: <ul style="list-style-type: none"> • organisational requirements • contractual requirements • statutory requirements • resource allocation • working requirements • environmental considerations 			
		3.3	Explain how to prioritise the following demolition activities: <ul style="list-style-type: none"> • soft strip • mechanical demolition • remote mechanical demolition • explosive demolition • selective demolition • diamond drilling and sawing • temporary works 			
		3.4	Give reasons why demolition activities should be prioritised.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.	4.1	Amend and record pre-determined demolition activity priorities to take account of the following changing circumstances: <ul style="list-style-type: none"> • susceptibility to damage • safety requirements • compromised operational effectiveness • environmental considerations • meeting current legislation • resources • security threats • temporary works. 			
		4.2	Explain how to amend priorities when reviewing the following influencing factors: <ul style="list-style-type: none"> • organisational requirements • contractual requirements • statutory requirements • resource allocation • stakeholders' requirements • environmental considerations. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	<p>Explain how the following changing circumstances can be accounted for when planning demolition activities:</p> <ul style="list-style-type: none"> • susceptibility to damage • safety requirements • compromised operational effectiveness • environmental considerations • meeting current legislation • resources • security threats. 			
5	Prepare plans or schedules and negotiate and agree them with decision makers.	5.1	<p>Prepare and record plans or schedules for at least three of the following demolition activities:</p> <ul style="list-style-type: none"> • soft strip • mechanical demolition • remote mechanical demolition • explosive demolition • selective demolition • diamond drilling and sawing • temporary works installation or removal. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	Negotiate and agree the prepared plans or schedules with decision makers and record the outcomes.			
		5.3	Describe how to prepare plans and schedules for the following demolition activities: <ul style="list-style-type: none"> • soft strip • mechanical demolition • remote mechanical demolition • explosive demolition • selective demolition • diamond drilling and sawing • temporary works. 			
		5.4	Explain how best to negotiate with decision makers in order to agree proposed plans and schedules.			
		5.5	Judge the potential risks of works impacting on the cultural significance of the historic environment.			
		5.6	Evaluate the specific requirements for buildings and structures of traditional (pre 1919) construction and architectural, historical or archaeological significance.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Unit 25: Supervising demolition activities in the workplace

Level: 5

Unit type: Mandatory in option route 5: Demolition
Optional in option route 4. Traditional and Heritage Building

Additional in all other option routes

Guided learning hours: 45

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Supervise demolition site activities which will minimise disruption and maintain optimum performance.	1.1	Undertake supervision duties for at least two of the following programmed demolition activities which will minimise disruption and maintain optimum performance: <ul style="list-style-type: none">• soft strip• mechanical demolition• remote mechanical demolition• explosive demolition• selective demolition• diamond drilling and sawing.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how programmed demolition activities should be supervised and carried out for the following programmed demolition activities:</p> <ul style="list-style-type: none"> • soft strip • mechanical demolition • remote mechanical demolition • explosive demolition • selective demolition • diamond drilling and sawing. 			
		1.3	<p>Explain how to minimise disruption to the following during programmed demolition activities:</p> <ul style="list-style-type: none"> • the workforce • other personnel on site • members of the public • occupiers • site visitors • people affected by on-site operations • other works. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Evaluate different methods to apply in order to optimise work performance during demolition activities.			
2	Observe organisational requirements appropriate to the work environment for the protection of everyone.	2.1	Protect the workforce, the general public, visitors and the environment by observing organisational requirements and by the application of information sourced from at least three of the following: <ul style="list-style-type: none"> • methods of work • risk assessment • safe use and storage of tools and equipment • safe use and storage of materials • traffic management • emergency plans. 			
		2.2	List and describe the current organisational requirements that apply directly to demolition activities for the protection of the workforce, the general public, visitors and the environment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	Identify and assess at least three of the following faults and problems and recommend and implement corrective action which conforms to safe working methods and practices: <ul style="list-style-type: none"> • limitations of design choices • construction errors • identification of further utilities • archaeological and heritage concerns • environmental concerns • incorrect maintenance • identification of hazardous materials • breaches of security. 			
		3.3	Describe common demolition faults and problems.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	<p>Explain methods that can be used to assess the following faults and problems:</p> <ul style="list-style-type: none"> • limitations of design choices • construction errors • identification of further utilities • archaeological and heritage concerns • environmental concerns • incorrect maintenance • identification of hazardous materials • breaches of security • temporary works. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Describe how to make recommendations and implement the following corrective actions to rectify the faults and problems found: <ul style="list-style-type: none"> • redesign • reconfigure • restrict • reposition • repair • replace • clean. 			
		3.6	Explain techniques and methods that allow recommendations to be made and corrective actions applied on identified demolition faults and problems.			
4	Conduct pre-work demolition checks to meet organisational requirements and maintain safe working methods and practices.	4.1	Conduct and record the following pre-work demolition checks to meet organisational requirements and maintain safe working methods and practices: <ul style="list-style-type: none"> • condition • fit for purpose • health and safety, wellbeing and welfare. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	Explain how to conduct the following pre-work demolition checks to meet organisational requirements of testing, examination inspection and certification to maintain safe working methods and practices: <ul style="list-style-type: none"> • condition • fit for purpose • health, safety, wellbeing and welfare. 			
		4.3	Explain how to record pre-work checks for demolition activities.			
		4.4	Give reasons why pre-work demolition checks must 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, corrective actions and quantities involved.			
		5.2	Ensure that accurate records of work progress checks, faults, problems, corrective actions and quantities involved are kept and maintained.			
		5.3	Explain how to keep accurate records of work progress, demolition checks including faults, problems, corrective actions and quantities involved.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.4	Give reasons why accurate records of work progress checks, faults, problems, corrective actions and quantities involved are needed.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Identify, assess and maintain the necessary resources for demolition activities.	6.1	<p>Identify and assess at least three of the following resources for at least two of the following demolition activities:</p> <p>Resources:</p> <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work and facilities • waste management • utility providers <p>Demolition activities:</p> <ul style="list-style-type: none"> • soft strip • mechanical demolition • remote mechanical demolition • explosive demolition • selective demolition • diamond drilling and sawing. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.2	<p>Explain how to identify and assess the following resources required for the following demolition activities:</p> <p>Resources:</p> <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work and facilities • waste management • utility providers <p>Demolition activities:</p> <ul style="list-style-type: none"> • soft strip • mechanical demolition • remote mechanical demolition • explosive demolition • selective demolition • diamond drilling and sawing • temporary works. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	Describe how resources can be assessed for quality of resources for demolition activities and drilling and sawing activities.			
		6.4	Explain how to maintain the resources for demolition activities and drilling and sawing activities.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 26: Allocating work and monitoring people's performance in the workplace

Level: 6

Unit type: Optional in all option routes

Guided learning hours: 50

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm the programmes, and schedules, identify priorities and critical activities, and plan how the work will be undertaken.	1.1	Confirm the proposed programmes and schedules with those responsible.			
		1.2	Identify and record the priorities and critical activities and devise a plan on how the work will be undertaken.			
		1.3	Explain how to identify priorities and critical activities in programmes and schedules.			
		1.4	Describe how to confirm the following: <ul style="list-style-type: none"> • programmes • critical activities • action lists • method statements • risk assessments. 			
		1.5	Explain how to plan the work to be undertaken.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Allocate work to team members, taking into account their skills, knowledge and experience.	2.1	Evaluate and assign work to team members taking into account their skills, knowledge, experience and workload.			
		2.2	Brief the team members on the work they have been assigned and record the outcomes.			
		2.3	Explain how to allocate work to team members taking into account their skills, knowledge, experience and current workload.			
3	Check the validity of team member's documentation	3.1	Carry out checks of team members' industry certification cards, competence schemes, qualifications, certificates and training to verify their validity.			
		3.2	Describe how to use card checking systems, applications and online databases to verify the validity of the following: <ul style="list-style-type: none"> • industry certification cards • competence schemes • qualifications • certificates • training. 			
		3.3	Explain why it is important to verify the validity of any presented documentation prior to a team member entering site and commencing work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Brief team members on the quality standards and outcomes expected	4.1	Brief team members on the quality standards and outcomes expected from them.			
		4.2	<p>Explain how to brief team members about the following quality standards or outcomes expected:</p> <ul style="list-style-type: none"> • statutory requirements • project specifications • British Standards • International Standards • Codes of practice • organisational standards • manufacturer's technical information and product data sheets • benchmarks or key performance indicators. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Monitor both the progress and quality of the work	5.1	Monitor and record both the progress and the quality of work being undertaken.			
		5.2	Explain how to check the progress of work against the following: <ul style="list-style-type: none"> • programmes and schedules • critical activities • action lists • method statements • risk assessments. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.3	<p>Explain how to check work against the following required quality standards and expected outcomes:</p> <ul style="list-style-type: none"> • statutory requirements • project specifications • British Standards • International Standards • Codes of practice • organisational standards • manufacturer's technical information and product data sheets • benchmarks or key performance indicators. 			
		5.4	Explain why it is important to check the progress of work and standards of quality.			
6	Provide prompt and constructive feedback.	6.1	Provide prompt and constructive feedback to those undertaking the work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.2	<p>Explain how to provide constructive feedback to team members on the progress of work and standards of quality by using the following:</p> <ul style="list-style-type: none"> • formal appraisal • interim appraisal • verbal report • written report • references. 			
7	Motivate team members to complete the work they have been allocated and provide additional support.	7.1	Motivate team members to complete the work they have been allocated.			
		7.2	Review and provide additional support where needed to team members			
		7.3	<p>Explain how to motivate team members using the following:</p> <ul style="list-style-type: none"> • inspire • stimulate • prompt • encourage • incentivise. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Explain how to provide additional support for the following: <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utilities. 			
8	Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.	8.1	Identify and record unacceptable or poor performance for given work activities.			
		8.2	Discuss the causes of poor performance with team members.			
		8.3	Agree and record ways of improving performance with team members.			
		8.4	Describe how to identify unacceptable or poor performance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.5	Detail methods of discussing the following cause(s) of poor performance with team members: <ul style="list-style-type: none"> • external factors • internal factors • social factors • personal circumstances • skills and knowledge deficiencies • lack of support • lack of resources. 			
		8.6	Interpret how best to agree performance improvement measures with team members.			
		8.7	Explain how to recognise the causes of workplace behaviours, negative and positive in self and others.			
		8.8	State why you need to identify and act upon unacceptable or poor performance.			
9	Recognise exceptional performance by individuals and/or by the team and advise stakeholders.	9.1	Recognise exceptional performance, record the praise and recognition provided to individuals and the team.			
		9.2	Advise stakeholders of successes.			
		9.3	Explain how to recognise exceptional performance by individuals and the team.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		9.4	Explain how to advise the following stakeholders of successes: <ul style="list-style-type: none"> • the client, customer or their representative • contractors • consultants • sub-contractors • suppliers • workforce. 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 27: Enabling learning opportunities in the workplace

Level: 5

Unit type: Optional in all option routes

Guided learning hours: 60

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Promote the benefits of accessing learning by giving positive and constructive feedback on work performance regularly.	1.1	Analyse individual and collective work performances of team members on various activities.			
		1.2	Regularly provide positive and constructive feedback on individual and collective work performances in order to encourage individuals to access learning.			
		1.3	Record the outcomes of discussions and actions in accordance with organisational requirements.			
		1.4	Provide team members with collective and individual reasons that promote the benefits of continual learning and self-development.			
		1.5	Describe the different techniques that can be used to promote benefits of learning to individuals and groups.			
		1.6	Explain how to give positive and constructive feedback regularly to teams and to individuals.			
		1.7	Explain why it is important to record the outcomes of discussions and actions in accordance with organisational requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Work with the team to identify and prioritise learning needs and identify and obtain information on a range of possible learning activities.	2.1	Communicate with the team to identify, prioritise and record learning needs.			
		2.2	Obtain learning information on a range of possible learning activities for at least two of the following: <ul style="list-style-type: none"> • formal • coached • mentored • continuous professional development. 			
		2.3	Explain how to work with teams in order to identify and prioritise learning needs based on current skills and knowledge, learning activities undertaken and learning objectives to be achieved.			
		2.4	Outline how to identify resource requirements for development and timescales.			
		2.5	Explain how to obtain information on the following range of learning activities: <ul style="list-style-type: none"> • formal • coached • mentored • continuous professional development. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Discuss and plan development needs with team members.	3.1	<p>Communicate effectively and plan development needs with team members, including but not limited to all of the following key points:</p> <ul style="list-style-type: none"> • current skills and knowledge • learning activities undertaken • learning objectives to be achieved • resource requirements for development • timescales. 			
		3.2	Agree and record development needs with team members in accordance with organisational requirements.			
		3.3	<p>Explain how to communicate, agree and record development needs with team members in accordance with organisational requirements including but not limited to the following:</p> <ul style="list-style-type: none"> • current skills and knowledge • learning activities undertaken • learning objectives to be achieved • resource requirements for development • timescales. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Support team members in undertaking learning activities by making efforts to overcome barriers to learning.	4.1	Provide relevant assistance and support to individuals and the team when undertaking learning activities.			
		4.2	Identify any relevant barriers to an individual's learning and take actions to help them overcome them.			
		4.3	Explain how to support team members and maintain records for them when undertaking the following learning activities: <ul style="list-style-type: none"> • formal • coached • mentored • qualifications • continuous professional development opportunities. 			
		4.4	Describe the ways of identifying barriers to learning for both individuals and teams.			
		4.5	Explain how barriers to learning for individuals and teams can be overcome.			
5	Communicate the outcomes of the learning activity undertaken with	5.1	Communicate the outcomes of the learning activities undertaken by individuals and the team to ensure organisational standards are maintained.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	team members to ensure the desired outcomes have been achieved and organisational standards have been maintained.	5.2	Map the learning outcomes from completed learning programmes against the team and individual's pre-identified learning needs.			
		5.3	Check that outcomes have been achieved and recorded and a thorough evaluation of the learning activity, post completion, is formally assessed and fed back by team members.			
		5.4	Explain how to work with team members to evaluate learning activities undertaken.			
		5.5	Describe how to ensure desired outcomes from learning activities have been achieved and recorded through completion of the following documents: <ul style="list-style-type: none"> • formal appraisal • interim appraisal • written report • references • organisational standard evaluation form. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Update development plans with team members and ensure records of plan are kept updated.	6.1	Review team members' individual development plans and contribute towards them, amend the plans following completed learning activities and/or identified learning needs.			
		6.2	Ensure records of the development plans are kept updated and communicated with team members.			
		6.3	Explain how to update development plans with team members by contributing towards learning plans in accordance with organisational requirements.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 28: Contributing to the identification of a work team in the workplace

Level: 5

Unit type: Optional in all option groups

Guided learning hours: 30

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify any significant factors which will affect the number, type and availability of people and services.	1.1	Examine, identify and record any significant factors which will affect the number, type and availability of people and services including but not limited to: <ul style="list-style-type: none">• location• cost• time• skills, experience and knowledge• availability• compatibility• training and development requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how to identify the following significant factors which will affect numbers, types and availability of people or services including technical staff, sub-contractors, specialist services and operatives:</p> <ul style="list-style-type: none"> • location • cost • time • skills, experience and knowledge • availability • compatibility • training and development requirements. 			
2	Evaluate and record the quality and reliability of people or services, and notify relevant stakeholders.	2.1	<p>Undertake an evaluation and record the quality and reliability of the following people or services:</p> <ul style="list-style-type: none"> • technical staff • sub-contractors • specialist services • operatives. 			
		2.2	Inform stakeholders of the outcomes of quality and reliability checks made on relevant people or services.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Describe how best to evaluate and record the quality and potential reliability of people or services including: <ul style="list-style-type: none"> • technical staff • sub-contractors • specialist services • operatives. 			
		2.4	Explain typical ways and techniques of circulating results from evaluations of quality and potential reliability to relevant stakeholders.			
3	Negotiate and agree proposals which are likely to produce an effective team membership.	3.1	Negotiate with people or service providers to identify and obtain the required technical staff, sub-contractors, specialist services and operatives for your team.			
		3.2	Consult with people or service providers selected as meeting programme requirements and agree proposals for their effective participation with relevant projects.			
		3.3	Confirm team members on relevant projects with selected people or service providers.			
		3.4	Explain factors that allow proposals to be agreed for team membership from selected people or service providers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	<p>Explain how to negotiate to get the appropriate people or services including:</p> <ul style="list-style-type: none"> • technical staff • sub-contractors • specialist services • operatives. 			
4	Follow rules and organisational procedures for obtaining people and services.	4.1	<p>Ensure the following organisational procedures for obtaining people and services are followed:</p> <ul style="list-style-type: none"> • contractual • right to work • codes of practice • industry certification cards, competence schemes, qualifications, certificates and training • insurance. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	Explain how to ensure organisational procedures for obtaining people and services are followed, including but not limited to: <ul style="list-style-type: none"> • contractual • right to work • codes of practice • industry certification cards, competence schemes, qualifications, certificates and training • insurance. 			
		4.3	Give reasons on why you must work within organisational procedures when identifying teams.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

Unit 29: Planning activities to traditional and heritage buildings and structures in the workplace

Level: 6

Unit type: Optional in option group 4: Traditional and Heritage Building

Additional in all other option groups

Guided learning hours: 60

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm the project requirements against the information supplied when planning activities for traditional and heritage buildings.	1.1	<p>Confirm and record project requirements for at least two of the following activities for traditional and heritage buildings using at least five of the following information sources:</p> <p>Activities:</p> <ul style="list-style-type: none"> • repair • maintenance • conservation • alteration • adaption • energy efficiency retrofit • installation or replacement of building services. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			Information sources: <ul style="list-style-type: none"> • survey reports, drawings, schedules, specifications and programmes • sub-contractor arrangements • records of industry certification, registration cards, competency schemes, qualifications and training of people • risk assessments, method statements, health, safety and environmental plans • asbestos surveys • statutory consents • manufacturers' technical information and product data sheets • hot works permit • legislation and official guidance relating to built conservation management plans • heritage impact statements • written scheme of investigation of archaeology • specialist investigations 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.2	<p>Explain how to confirm and record project requirements for traditional and heritage buildings for the following activities:</p> <ul style="list-style-type: none"> • repair • maintenance • conservation • alteration • adaption • energy efficiency retrofit • installation or replacement of building services. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.3	<p>Explain how to identify and use a range of information sources for traditional and heritage building project requirements including but not limited to:</p> <ul style="list-style-type: none"> • survey reports, drawings, schedules, specifications and programmes • sub-contractor arrangements • records of industry certification, registration cards, competency schemes, qualifications and training of people • risk assessments and method statements, health, safety and environmental plans • asbestos surveys • statutory consents • manufacturer's technical information and product data sheets • hot works permit • legislation and official guidance relating to built heritage (Listed Building Consent, Planning Permission, Scheduled Monument Consent, Conservation Area Consent, Ecclesiastical Exemption) 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • conservation management plans • heritage impact statements • written scheme of investigation for archaeology (WSI) • specialist surveys and investigations to understand the existing buildings and structures and inform proposed works including but not limited to: <ul style="list-style-type: none"> ○ heritage issues and significance ○ construction materials and methods ○ condition and behaviour ○ the range of diagnostic investigations 			
		1.4 Explain who needs to be consulted when confirming project requirements for traditional and heritage buildings.			
		1.5 Explain why information from a range of sources must be used when planning activities to traditional and heritage building project requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Identify, review and record the potential impact of a range of factors.	2.1	<p>Identify, review and record the impact of at least three of the following factors on planning work activities to traditional and heritage buildings:</p> <ul style="list-style-type: none"> • current organisational requirements • contractual requirements • statutory requirements • resource allocation • working requirements • working in and around occupied or tenanted buildings • environmental considerations • weather conditions • sustainability • sequencing of trades • temporary works. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	<p>Explain how to identify, review and record the impacts of a range of factors on the planning of work activities including but not limited to:</p> <ul style="list-style-type: none"> • current organisational requirements • contractual requirements • statutory requirements • resource allocation • working requirements • working in and around occupied and tenanted building • environmental considerations • weather conditions • sustainability • sequencing of trades • temporary works. 			
		2.3	<p>Give reasons why the impacts on the planning of work activities from a range of factors need to be identified, reviewed and recorded.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Review the impacts of heritage issues on the planning of work activities	3.1	<p>Identify, review and record the impacts of at least three of the following heritage issues on the planning of work activities:</p> <ul style="list-style-type: none"> • fire safety • hot works • archaeology • legislation and official guidance relating to built heritage • wildlife and ecology • condition of existing buildings and structures • specialist investigations • performance of traditional materials and construction methods • protection of heritage features. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	<p>Explain how to identify, review and record the impacts of heritage issues on the planning of work activities including but not limited to:</p> <ul style="list-style-type: none"> • sustainability • fire safety • hot works • archaeology • wildlife and ecology • condition of existing buildings and structures • performance of traditional materials and construction methods • sequencing of trades • protection of heritage features • temporary works • conservation management plans • heritage impact statements • legislation and official guidance relating to built heritage 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> specialist surveys and investigations to understand the existing buildings and structures and inform proposed works including but not limited to: <ul style="list-style-type: none"> heritage issues and significance construction materials and methods condition and behaviour the range of diagnostic investigations 			
		3.3	Explain why you need to identify, review and record the impacts of heritage issues on the planning of work activities.			
		3.4	Examine how to apply the following key terms and concepts when planning work activities: <ul style="list-style-type: none"> heritage values significance principles of conservation sustainable development and management. 			
		3.5	Compare the differences in performance characteristics between traditional and modern materials and construction methods.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Explain how to recognise and determine when specialist skills and knowledge are required and report accordingly to those responsible.			
4	Review and record information sourced from guidance materials.	4.1	Identify, review and record the information sourced from at least two of the following guidance materials: <ul style="list-style-type: none"> • owner's manuals • log books • maintenance schedules and manuals • practice guides and specifications • current legislation and official guidance • health and safety file 			
		4.2	Evaluate your findings of the review and judge the impact on the planned activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	<p>Explain how to identify, review and record the information sourced from the following guidance materials:</p> <ul style="list-style-type: none"> • owner's manuals • log books • maintenance schedules and manuals • practice guides and specifications • current legislation and official guidance • health and safety file. 			
		4.4	Explain why it is important to review and record influencing factors against information sourced from the guidance materials.			
5	Prioritise activities by assessing and accounting for a range of heritage issues.	5.1	Prioritise activities by assessing and accounting for a range of heritage issues and record the outcomes of your findings.			
		5.3	Explain methods that can be used to assess and account for a range of heritage issues in order to prioritise and plan activities and record outcomes.			
		5.3	Give reasons why activities for traditional and heritage buildings and structures should be prioritised.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Review priorities; make recommendations and record the decisions made when circumstances change.	6.1	<p>Review priorities, make recommendations and record the decisions made taking into account at least four of the following changing circumstances:</p> <ul style="list-style-type: none"> • susceptibility to damage • safety requirements • condition of existing buildings and structures • compromised operational effectiveness • environmental conditions • use or change of use • meeting current legislation • resources • security threats • discovery of architectural or archaeological features during the works • wildlife and ecology • temporary works. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.2	<p>Explain how to review priorities, make recommendations and record decisions made to take account of the following changing circumstances:</p> <ul style="list-style-type: none"> • susceptibility to damage • safety requirements • condition of existing buildings and structures • compromised operational effectiveness • environmental conditions • use or change of use • meeting current legislation • resources • security threats • discovery of architectural or archaeological features during the works • wildlife and ecology • temporary works. 			
		6.3	<p>Explain why you need to review priorities, make recommendations and record the decisions made to take account of changing circumstances.</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Prepare plans or programmes and negotiate and agree them with stakeholders.	7.1	Prepare and record plans or programmes for at least two of the following activities for traditional and heritage buildings: <ul style="list-style-type: none"> • repair • maintenance • conservation • alteration • adaption • energy efficiency retrofit • installation or replacement of building services. 			
		7.2	Negotiate and agree with stakeholders the prepared plans or programmes for traditional and heritage buildings.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Explain how to prepare and record plans or programmes for the following activities on traditional and heritage buildings: <ul style="list-style-type: none"> • repair • maintenance • conservation • alteration • adaption • energy efficiency retrofit • installation or replacement of building services. 			
		7.4	Explain methods and techniques of negotiating and agreeing plans and programmes for traditional and heritage buildings and structures with stakeholders.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:
(if sampled)

Date:

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

‘Malpractice’ refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson’s Centre Guidance: Dealing with Malpractice, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre’s malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) or *Entries and information manual* (available online) (Pearson)
- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their resources on our website.

13 Glossary

Section A – General terminology used in specification

Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Competence	The minimum knowledge, skills and behaviours required to perform a job role effectively.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.
Workplace simulation	Realistic tasks carried out in the workplace that are additional to the normal work duties for the day to produce evidence for criteria that are very challenging to meet in the natural course of work.

Section B – Terms used in knowledge and understanding criteria

Term	Description
Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.
State	Express information in clear and precise terms.

Annexe A: Assessment strategy

Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)

Introduction

This assessment strategy¹ provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the ²Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated Construction Skills Assessment Strategy covering construction and the built environment – craft, operative, supervisory, technical, managerial and professional NVQs and SVQs.

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

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

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

Appendix B provides additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units.

Appendix C provides guidance on the use of simulation; it is the SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and NVQs/SVQs. Simulation will only usually apply as a result of one or more of the listed constraints.

¹ Please note that there is now a separate Assessment Strategy for Construction and the Built Environment – Plant and Lifting Operations. This assessment strategy will also apply where plant or lifting units, sourced from the Plant Operations or Controlling Lifting Operations' suite of units, are used in other NVQs and SVQs

² Please note that the Consolidated Assessment Strategy will also apply to existing learners currently registered to the Qualifications and Credit Framework (QCF) until they achieve their qualification.

Appendix D provides guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests.

Awarding organisations must make this Strategy and the appendices available to assessors, verifiers, candidates and assessment centres.

Principles

1. External quality control of assessment

- 1.1. Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:
 - workplace evidence
 - the use of simulation
 - the occupational competence of assessors and verifiers.
- 1.2. The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.
- 1.3. Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQs or SVQs, including aspects informing incremental change.
- 1.4. The Forum will, in respect of this strategy:
 - build on the good relationships with awarding organisations
 - provide opportunities to identify and address issues of external quality control
 - contribute to improving quality and consistency
 - support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
 - provide information and statistics about take-up and completion, as well as trends and developments that can be used by Construction Skills and awarding organisations to identify any problem areas and agree remedial action
 - discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
 - inform the continuous improvement of NOS, and awards derived from them

- identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.
- 1.5. Awarding Organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.
- 1.6. Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.
- 1.7. Awarding Organisations must ensure that any endorsements specified by industry are recorded, verifiable and can be demonstrated by the candidate.

2. Aspects to be assessed through performance in the workplace

- 2.1. Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. Construction Skills' National Working Groups will specify any exceptions to this position (see section 3).
- 2.2. Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:
- questioning the candidate
 - recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
 - performance evidence.
- 2.3. A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A suggests standard evidence notes for awarding organisations.

3. How simulated working conditions may be used to assess competence

- 3.1. Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:
- there are hazards
 - it is difficult to distinguish individual performance in team situations
 - circumstances occur infrequently or long-term results are involved

- confidentiality is important
 - there are organisational constraints.
- 3.2. Any instances where simulation is acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant Construction Skills National Working Group and stated in the unit. Appendix A suggests standard evidence notes for awarding organisations.
- 3.3. The Construction Skills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:
- tools, equipment and instruments
 - materials
 - types of contingencies
 - standards and quality specifications
 - real timescales
 - quantities of work
 - physical conditions
 - relationships with people
 - types of interaction
 - communication methods and media
 - information and data.
- 3.4. Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.
- 3.5. Where other Standard Setting Bodies' units are imported into a Construction Skills suite, the evidence requirements of the originating body will be adopted and specified.

4. Occupational expertise requirements for assessors and verifiers

4.1. Awarding organisations must ensure that **assessors:**

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

- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview.

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

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

4.1.3. only assess in their acknowledged area of occupational competence

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

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

4.1.6. hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

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

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

In Scotland, approval for exemptions must be obtained from SQA Accreditation.

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

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

Internal verifiers' experience, knowledge and understanding could be verified by a combination of:

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

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

- 4.2.2. have expertise so they have up to date experience, knowledge and understanding of the aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- 4.2.3. have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)
- 4.2.4. are prepared to participate in activities for their continued professional development
- 4.2.5. hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':
 - RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
 - RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
 - an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process.

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

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

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation.

or one of the following

- A1 Assess candidates using a range of methods

- D32/33 Assess candidate performance, using differing sources of evidence.

4.3. Awarding organisations must ensure that **external verifiers:**

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

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

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

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

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

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

4.3.5. hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the External Quality Assurance of Assessment
- an appropriate External Verifier qualification in the SCQF as identified by SQA Accreditation.

or hold one of the following:

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

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

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

Level 3:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or one of the following:

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

Level 4:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process.

4.4. Selection and appointment of **assessors and verifiers**

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

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

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

Appendix A

Construction Skills' standard evidence notes for awarding organisations

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

Standard note 1:

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

Standard note 2:

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

Standard note 3:

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

Standard note 4:

Either:

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

OR

"Simulations are an acceptable alternative for producing evidence for the following item(s) which is/are rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation, with

appropriate: tools, equipment and instruments; materials; types of contingencies; standards and quality specifications; real timescales; quantities of work; physical conditions; relationship with people; type of interaction; communication methods and media; information and data.”*
*[*include as appropriate]*

See also Annex C: ‘Guidance on the use of simulation’ which also includes guidance on the acceptable use and characteristics of simulation within N/SVQs during extra ordinary events.

Appendix B

Additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units

The information below should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment NVQs and SVQs. The following guidance is strongly recommended for adoption by awarding organisations in their assessment methodology.

Additional Information on the Assessment of CITB NVQ Units only

- CITB NVQ Unit Ref: 641 – Assessment Criteria 2.3 and 2.4
 - 2.3 – 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current common safety risks.'
 - 2.4 - 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current common health risks'
- All CITB NVQ units – Assessment Criteria 1.4
 - 1.4 – 'State why and when health and safety control equipment, identified by the principles of protection' should be assessed as 'State why and when health and safety control equipment, identified by the principles of prevention'

Thermal Insulation NVQ and SVQ units and qualifications

Training Providers offering Thermal Insulation NVQ and SVQ units and qualifications:

- must ensure that their Thermal Insulation assessors are registered with the Thermal Insulation Contractor Association (TICA) and are Thermal Installation installers with at least 5 years verifiable, relevant, current industry experience, knowledge and understanding of the occupational area at, or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
 - curriculum vitae and employer endorsement
 - references
 - possession of a relevant NVQ/SVQ, or vocationally related qualification
 - interview.(The verification process must be recorded and available for audit,)
- will provide opportunities to identify and address issues of external control, including the assessment of Thermal Insulation NVQ/SVQ qualifications and Apprenticeship Standards.

Appendix C

Guidance on the use of simulation

Introduction

National Occupational Standards (NOS) describe the level of occupational competence required of a particular job role. NOS are then used to build National and Scottish Vocational Qualifications (NVQs/SVQs) that are competence- based qualifications and demand assessment and evidence of competence derived from a workplace environment.

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

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

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

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

It is a Standard Setting Body's (SSB) responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and National and Scottish Vocational Qualifications (NVQs/SVQs). The Construction Skills Consolidated Assessment Strategy provides this guidance.

Guidance on the acceptable use and characteristics of simulation within NVQs/SVQs during extra-ordinary events

CITB will publish guidelines on its website when the use of this appendix will be valid for the assessment of candidates/apprentices. The implementation and decision to use this appendix will be based on CITB's reasonable opinion of the extra-ordinary event and guidance available to CITB at the time.

Examples of extra-ordinary events could be, but not limited to:

- 2008 Economic downturn and recession
- 2020 Covid-19 pandemic

When CITB issues instruction for the use of this appendix to support candidates/apprentices through difficult and challenging situations it will clearly define the start and end date and any required extensions to the end date, of the special measures and the following will apply;

In situations where a displaced, redundant or employed candidate/apprentice (this measure does not apply to full-time FE/HE learners) will not be able to demonstrate evidence in the workplace in the forthcoming 4 months, Awarding Bodies can arrange with their centres, without recourse to CITB, to apply the following principles:

1. A unit must not be assessed solely using simulation, there must be other workplace evidence available to support the achievement of the unit.
2. Allow the use of simulation to cover elements of the qualification that cannot be assessed due to the challenges arising from an unprecedented event.
3. Any simulation must replicate a realistic workplace environment, including time pressures, realistic hazards, materials and the task.
4. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.
5. All simulation should involve the same personnel (real or simulated) as would normally be included (e.g. bricklayer, supervisor, labourer etc.).

6. In instances where there is currently insufficient work-based evidence to infer competence and where simulation is to be used as the assessment method to augment the existing work based evidence, it must be supported by additional and adequate supplementary evidence which might include questioning; interviews with the learner using a professional discussion; work projects; case studies; special assignments; self-testimony and statements issued by an employer.
7. The centre must detail in writing to the awarding body the task, assessment location and additional internal quality assurance arrangements. The IQA must sign off the arrangements prior to submission to the Awarding Organisation.
8. Simulation must be approved by the Awarding Organisation prior to any simulated assessment taking place.
9. Awarding Organisations must be assured that their centres have robust systems in place to prevent collusion between candidates/apprentices by having enough scope in the simulations that allows variations in the task and allows for an assessment decision to be made.
10. In situations where the candidate/apprentice has demonstrated that they have met the required standard for the unit through other practical assessments, such as NOS based units used in teaching qualifications such as Awards, Certificates, Diplomas, National Progression Awards and Professional Development Awards, this evidence can be used to supplement the gaps in NVQ/SVQ providing that the requirements listed above have been met.

CITB would strongly recommend to awarding organisation that they require their centres to explore strategies with the candidate's/apprentice's employers for obtaining work-based evidence before considering the use of simulation. Examples might include using Group Training Associations, thereby carrying out real jobs within the college/training centre and/or involvement with community projects.

Group Training Association (GTA) is the government term for a training group which also shares Apprentices. The GTA model is where several like-minded employers come together to create a separate business entity, which sources appropriate training and delivers Apprenticeships by providing work experience across the range of engaged businesses.

****A 'Displaced' candidate/apprentice is an individual that has been made redundant or unable to continue in their substantive role therefore making qualification completion difficult.***

Appendix D

Guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests

1. Introduction

This Appendix refers only to the SVQs in the following craft areas at SCQF Level 6

- Bricklaying
- Carpentry and Joinery
- Floorcovering
- Painting and Decorating
- Plastering
- Roofing Occupations
- Stonemasonry
- Wall and Floor Tiling
- Woodmachining

An Industry Skills Test Unit is included in the SVQ structures and involves the candidate attending a competence assessment in the final six months of the delivery of the SVQ. Successful achievement of this Skills Test/SVQ demonstrates that the learner has sufficient technical expertise, knowledge and skill to meet the expectations of employers in terms of Occupational Competence.

The Occupational Competence of learners must be assessed in accordance with industry requirements as prescribed in National Occupational Standards and Skills Testing Criteria available from CITB.

Learners should not be put forward for their Skills Test until they are deemed ready to be assessed as competent.

Simulation must take place for the Industry Skills Test Units. The activities that will be undertaken should demonstrate competence in these craft areas, as contained within each Skills Test Criteria.

2. Industry Skills Test

The Industry Skills Test is the final part of the assessment process for the SVQ. Each craft occupation will have its own arrangements developed by the Awarding Organisation which will be compliant with the Skills Test Criteria.

Details of these assessments will be based on Industry recommendations and will be developed by the Awarding Organisation. Each Awarding Organisation shall ensure a nationally consistent approach to Skills Testing for the industry/occupation concerned.

3. Arrangements to be made between Skills Test Providers and Awarding Organisations

- 3.1. The Skills Test is part of the assessment process/requirements for the qualification structures identified in this appendix. It is to be conducted at the end of the assessment process to confirm occupational competence.
- 3.2. Each industry will have its own requirements which are compatible to and reflect their necessities in terms of assessing occupational competence within the Skills Test Criteria. The arrangements will be agreed by Awarding Organisations and delivering centres accordingly.
- 3.3. The purpose of these arrangements is to define the roles and responsibilities of the Awarding Organisations and centres involved with facilitating, managing and administering the Skills Tests for each industry.
- 3.4. These arrangements only relate to the SVQs listed in this appendix of the assessment strategy or their revisions/replacements as determined by CITB.

4. Roles and Responsibilities

- 4.1. The Skills Test Criteria will be determined by CITB in partnership with industry employers and the Skills Test Specifications/Assessments will be determined by the Awarding Organisations.
- 4.2. The Skills Test venues and facilities will be provided by Awarding Organisations' approved centres and comply with the requirements identified in the Skills Test Criteria and Specifications developed by Awarding Organisations.
- 4.3. Awarding Organisation External Verifiers (EVs) will be responsible for quality assuring the Assessment Materials and Marking Guidance in accordance with the Awarding Organisation's compliance requirements. CITB will provide Awarding Organisations with a summary of the principles of the Skills Test marking regime and criteria as examples of best practice in terms of its integrity, robustness and consistency.
- 4.4. CITB will be responsible for the maintenance of the Skills Test Criteria.

5. Currency of these Arrangements

It is expected that the currency of these arrangements will match with the accreditation period of the qualifications, or units therein as relevant. CITB, in partnership with the Awarding Organisations will review the arrangements bi-annually or as appropriate, subject to any revisions to the qualifications.

6. Occupational expertise requirements for Industry Skills Test Assessors and Industry Expert Witnesses

6.1. Awarding organisations must ensure that assessors meet the occupational expertise requirements as detailed in section 4.1 of the Assessment Strategy.

The Assessors role is to uphold the integrity and standards during the test and to make judgement and final assessment decisions after the test. Final assessment decisions should be accurately recorded for evidence (including photographic).

6.2. Skills Test Industry Expert Witnesses:

- must not employ any of the candidates involved in the Skills Test to ensure an independent observation
- must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area being assessed. This must be of sufficient depth to be effective and reliable when observing the marking of the Skills Test. Expert Witnesses' experience, knowledge and understanding could be verified by either of the following:
 - curriculum vitae
 - references
 - possession of a relevant vocationally related qualification
 - corporate membership of a relevant professional institution
 - interview.
- must only observe in their acknowledged area of occupational competence
- have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and this appendix
- are prepared to participate in training activities for their continued professional development.

6.3. Selection and appointment of Skills Test Industry Expert Witnesses

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the occupational area they will observe, to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area. This should be of sufficient depth to credibly verify judgements and assessments to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

Whilst Expert Witnesses cannot accredit the final award of the Skills Test, if they disagree with the assessment decision made by the Assessor, they can appeal directly to the Awarding Organisation.

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