Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction)

Specification

Competence-based qualification

For first registration August 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

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

About Pearson

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

This qualification was previously known as:

Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction) (QCF)

The QN remains the same.

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

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

Summary of Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction) specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6
Guided learning definition updated	10
QCF references removed from unit titles and unit levels in all units	13-65

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

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

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

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

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

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification. Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.
In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.
As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.
TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification titles covered by this specification

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

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction)	600/3997/8	01/08/2010

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

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

Key features of the Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction)

This qualification:

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

What is the purpose of this qualification?

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

Who is this qualification for?

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

Pearson's policy is that the qualifications should:

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

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

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

What are the potential job roles for those working towards these qualifications?

- Construction supervisor/manager.

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

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

What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction)?

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

The Total Qualification Time (TQT) for this qualification is 670.

The Guided Learning Hours for this qualification are 224.

Learners must complete all units in Group A and a minimum of two units in Group B to give a minimum of 67 credits in total.

Group A- Mandatory units

Y/600/7078 - Confirming work activities and resources for an occupational work area in the workplace

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

R/600/7080 - Confirming the occupational method of work in the workplace

Y/600/7081 - Implementing and maintaining health, safety and welfare in the workplace

D/600/7082 - Co-ordinating and organising work operations in the workplace

Group B – Optional units

H/600/7083 - Allocating and monitoring the use of plant and equipment in the workplace

M/600/7085 - Monitoring progress of work against schedules in the workplace

T/600/7086 - Confirming work meets quality standards in the workplace

J/600/7089 - Implementing procedures to support the team's performance in the workplace

F/600/7091 - Co-ordinating and confirming dimensional control requirements of the work in the workplace

L/600/7093 - Contributing to the circulation of construction related project information in the workplace

How is the qualification graded and assessed?

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

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

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

- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or

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

- as part of a training programme.

Assessment requirements/strategy

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

- criteria for defining realistic working environments

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

- quality control of assessment

- evidence requirements.

Evidence of competence may come from:

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

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

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

- a **combination** of these.

It is important that the evidence is:

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

Types of evidence

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

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

- outcomes from oral or written questioning

- products of the learner's work

- personal statements and/or reflective accounts

- outcomes from simulation, where permitted by the assessment strategy

- professional discussion

- assignment, project/case studies

- authentic statements/witness testimony

- expert witness testimony

- reflective accounts

- evidence of Recognition of Prior Learning.

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

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website (qualifications.pearson.com). Alternatively, centres may develop their own.

Additional requirements

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

What do you need to offer this qualification?

Centre recognition

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

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

Approvals agreement

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

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required to deliver this qualification?

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

Unit format

Each unit in this specification contains the following sections.

Unit title:

> This is the formal title of the unit that will appear on the learners certificate

Unit reference number:

> This is the unit owner's reference number for the specified unit.

Level:

> All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value:

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

Guided learning hours:

> Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary:

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

Assessment requirements/evidence requirements:

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

Assessment methodology:

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

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:

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

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

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

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

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

Units

Unit 1: Confirming work activities and resources for an occupational work area in the workplace

Unit reference number: Y/600/7078

Level: 3

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in confirming work activities and resources for an occupational work area in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify work activities, assess required resources and plan the programme of work	1.1	identify and allocate the following required types of resources needed for the specific type of work: – occupations associated with the work – tools, plant and/or ancillary equipment – materials and components			
		1.2	prepare a programme of work utilising the resources required for the work activities			
		1.3	explain the types of work relative to the occupational area and how to identify different work activities			
		1.4	explain methods of assessing the resources needed from a range of available information			
		1.5	explain the typical information used, and the different methods of preparation, to create a work programme relative to the occupational area			
2	Obtain clarification and advice where the resources required are not available	2.1	demonstrate the procedures to be taken in order to confirm or seek advice on what alternatives can be used for the work when required resources are not available			
		2.2	explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Evaluate the work activities and the requirements of any significant external factors against the project requirements	3.1	assess progress of work against project requirements, taking into account: – other occupations – resources – weather conditions – health and safety requirements			
		3.2	explain the factors that determine project requirements and the different methods of evaluating the work activities against project requirements			
		3.3	explain what constitutes external factors and the possible effects that significant external factors can have on projects			
4	Identify work activities which influence each other and make the best use of the resources available	4.1	evaluate relevant influencing work activities and identify possibilities to rationalise the following resources: – occupations associated with the work – tools, plant and/or ancillary equipment – materials and components			
		4.2	explain different methods and sources that identify which work activities influence each other			
		4.3	describe factors that determine how long each work activity will take and the sequence of the activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers	5.1 evaluate project progress against the work programme to identify changed circumstances			
	5.2 inform line management on the type and extent of changes required to the work programme			
	5.3 explain the methods of identify possible alterations to the work programme to meet changed circumstances			
	5.4 explain how to assess contractual/work effects resulting from alterations to the work programme			
	5.5 explain the methods of justifying to decision makers the effects resulting from alterations to the work programme			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Developing and maintaining good occupational working relationships in the workplace

Unit reference number:	D/600/7079
Level:	5
Credit value:	8
Guided learning hours:	27

Unit summary

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

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop, maintain and encourage working relationships to promote good will and trust	1.1 provide information and advice about occupational work activities and associated occupations to relevant people 1.2 explain methods and techniques on how to maintain and encourage working relationships that promote goodwill and trust with relevant people 1.3 explain the factors that encourage goodwill and trust and how they are developed			
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency	2.1 communicate on the following work activity information to relevant people following organisational procedures: – appropriate timescales – health and safety requirements – co-ordination of work procedures 2.2 explain the factors of, methods and different techniques of informing relevant people about the work activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.3 describe the effects of not informing relevant people with the expected level of urgency			
	2.4 list the people who would need to be informed about the work activities and describe the appropriate level of detail they would expect to receive			
	2.5 state the factors that constitute work activities			
3 Offer advice and help to relevant people about work activities and encourage questions, requests for clarification and comments	3.1 advise relevant people about the different methods of occupational work activities in order to achieve the required outcome			
	3.2 explain the techniques of encouraging questions, requests for clarification and comments			
	3.3 list the types of advice available and describe how to offer advice and help to people about the work activity			

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

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 3: Confirming the occupational method of work in the workplace

Unit reference number: R/600/7080

Level: 3

Credit value: 11

Guided learning hours: 37

Unit summary

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

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Assess available project data accurately to determine the occupational method of work	1.1 interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work			
	1.2 explain the factors that determines project data and how that data can be summarised			
	1.3 explain the different methods of assessing available project data and interpreting work methods			
2 Obtain further information from alternative sources in cases where the available project data is insufficient	2.1 collect and collate information from alternative sources to clarify the work that has to be carried out			
	2.2 outline the types of alternative sources when available project data is insufficient			
	2.3 explain different techniques and methods of obtaining additional information from alternative sources			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Identify work methods that makes best use of resources and meet project, statutory and contractual requirements	3.1 examine potential work methods that meet health and safety, technical and/or project requirements in order to carry out the occupational work activity			
	3.2 explain the different methods of identifying work methods against project and technical criteria with consideration of the most effective use of resources and compliance with project, statutory and contractual requirements			
4 Confirm and communicate the selected work method to relevant personnel	4.1 inform relevant people on the selected occupational work method after confirmation that the method meets project requirements			
	4.2 describe the different techniques and methods of communicating work methods to others			
	4.3 outline the factors that allow confirmation of work methods			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 4: Implementing and maintaining health, safety and welfare in the workplace

Unit reference number: Y/600/7081

Level: 3

Credit value: 11

Guided learning hours: 37

Unit summary

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

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated except for assessment criteria 3.1 and 3.2.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Allocate and maintain health, safety and welfare equipment and resources to meet project and statutory requirements	1.1	make arrangements for health, safety and welfare in the relevant operational work environment			
	1.2	allocate responsibilities for maintaining health, safety and welfare to other relevant people			
	1.3	post and maintain statutory notices and hazard warnings			
	1.4	allocate health, safety and welfare equipment and resources relative to the occupational work environment			
	1.5	list the types of health, safety and welfare equipment that may be used within the operational work environment			
	1.6	explain the methods of identifying and allocating health, safety and welfare equipment and resources			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Encourage a health, safety and welfare culture whilst identifying opportunities for improving the health and safety of the work environment	2.1 undertake tool box talks to relevant people within the operational work environment			
	2.2 demonstrate creating an atmosphere during toolbox talks that encourages two-way dialogue with other people.			
	2.3 note and take action on issues raised during tool box talks and within the operational work environment			
	2.4 explain how to identify and recommend different opportunities for improving workplace health, safety and welfare			
	2.5 explain methods and techniques to encourage a culture of health safety and welfare in the workplace			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Induct people and check that they are suitably competent and monitored whilst at the workplace	3.1	demonstrate the procedures for inducting people into the workplace			
	3.2	demonstrate the procedures to ensure people are competent for relevant work tasks and are monitored appropriately in the workplace			
	3.3	explain the organisational methods and procedures for inducting people, checking for competence and monitoring in the workplace			
	3.4	describe the typical content that should be included in an induction programme relevant to the operational work environment			
	3.5	outline different ways of checking competence of people's skills on occupations relevant to the occupational work environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Monitor health, safety and welfare in the relevant work environment in accordance with statutory requirements	4.1 implement and maintain health, safety and welfare within the operational work environment in accordance with legislation, regulations, codes of practice and official guidance			
	4.2 identify and record special workplace conditions and situations that do not comply with regulations			
	4.3 explain the reasons for regularly checking and identifying health safety and welfare relevant to the occupational working environment			
	4.4 list the components that fall within the scope or heading of statutory requirements			
	4.5 describe the different methods of recording special workplace conditions and examples which do not comply with regulations			
	4.6 explain methods of regularly checking and identifying health, safety and welfare relevant to the occupational working environment			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 5: Co-ordinating and organising work operations in the workplace

Unit reference number: D/600/7082

Level: 3

Credit value: 12

Guided learning hours: 40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in co-ordinating and organising work operations in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Provide adequate notice and relevant information about the work, as required, to all people affected by the work	1.1 arranging notices following organisational requirements and legislation, and which contain at least the following information: – start date – length of the work – expected completion date 1.2 supply sufficient notices to those affected by the work 1.3 explain different methods of informing others affected by the works and when they should be informed 1.4 list the types of people, internal and external to the project, who could be affected by work relevant to typical projects 1.5 describe the consequences of insufficiently informing those affected by the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Agree a programme and methods of work with the people doing the work	2.1	arrange and confirm work programmes and method or methods of work relevant to project requirements			
		2.2	explain different methods and techniques of agreeing programmes and methods of work with those doing the work			
3	Organise the work being done with other operations as required for the overall work being carried out	3.1	arrange and agree work programmes with other occupations relevant to project requirements			
		3.2	explain the methods of organising and co-ordinating work with other work activities/operations			
		3.3	outline the possible consequences of insufficient co-ordination with other work activities			
4	Obtain sufficient resources of the appropriate type to meet the project requirements and timescales	4.1	identify and source adequate, suitable resources to meet project requirements			
		4.2	describe the methods of identifying required resources for the project and ways of obtaining the resources			
		4.3	explain when resources should be planned for			
		4.4	describe the types of resources needed relevant to typical projects common to the organisation's activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Organise and control the work and resources in order to keep the workplace safe and tidy	5.1	implement systems to control resources, maintain site tidiness and dispose of waste to meet statutory requirements			
		5.2	explain different ways of controlling the workplace and resources to create and maintain a safe and tidy workplace			
		5.3	give reasons for maintaining a safe and tidy workplace and explain the possible effects on the project and organisation			
6	Identify, record and pass information on special considerations to people who may be affected	6.1	recognise factors or special considerations that can affect the project or people, internal and/or external to the workplace, and record factors following organisational procedures			
		6.2	supply information, both internally and externally, to those affected by any identified special considerations.			
		6.3	list the components that fall within the scope of special considerations			
		6.4	describe the methods of recording special considerations and ways they can be passed on to the people affected			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Organise the work area layout for operational purposes and communicate to the people involved with the work	7.1	organise and arrange the operational working area and inform the relevant workforce relating to: – storage – layout of working area – plant and/or equipment – temporary services – access – security – continuing use by occupiers			
		7.2	explain the methods and techniques used for passing on information about the work area layout to the people working in the workplace			
		7.3	explain different ways of organising or arranging the work area layout for typical operations			
8	Organise the storage and use of materials and components to maintain efficient materials handling and movement and to minimise waste	8.1	plan and arrange storage for materials relevant to the occupational work environment in accordance with statutory and organisational requirements			
		8.2	plan and arrange material handling and movement procedures to allow minimum movement and waste.			
		8.3	explain the factors, methods and considerations needed to organise the efficient storage and use of materials and components			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

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

Unit reference number: H/600/7083

Level: 3

Credit value: 9

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Confirm the plant and/or equipment for the workplace and allocate it to the operations	1.1 identify and allocate the required type or types of plant and/or equipment needed for the specific operations 1.2 explain how to check plant and/or equipment in the workplace for condition and allocate it to the operations for which it is suitable. Types would include: – static and mobile – standard/non-standard – electro-mechanical and electronic – hand tools – consumables – health and safety equipment			
2 Identify and assess health and safety risks and implement working practices and other safeguards to minimise risks involving the use of plant/equipment	2.1 assess health and safety risks and working practices and other safeguards for the work being carried out 2.2 describe typical health and safety risks for those that may be affected by the plant or equipment work 2.3 explain how to assess health and safety risks and how to implement working practices and other safeguards to minimise risks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Inform decision makers where plant and/or equipment is unsuitable for use in the workplace when allocating and monitoring	3.1	advise decision makers where plant and/or equipment are deemed unsuitable and suggest alternatives for the type of work			
		3.2	explain methods that can be used to inform decision makers when plant and/or equipment is unsuitable for use within the workplace, and explain possible reasons why it/they may be unsuitable			
4	Provide accurate instructions for the use of plant and/or equipment to operators when allocating and monitoring	4.1	instruct operators and users on the safe and correct use of plant and/or equipment using manufacturer's instructions and official guidance			
		4.2	explain different methods and sources to provide accurate instructions for the use of plant and/or equipment to those using, or affected by, plant operations			
5	Know how to inform decision makers promptly when plant and/or equipment is no longer required	5.1	explain the methods used to inform decision makers when plant and/or equipment are not required, and why it/they are not required and the implications should this not be done promptly			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 7: Monitoring progress of work against schedules in the workplace

Unit reference number: M/600/7085

Level: 3

Credit value: 9

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in monitoring progress of work against schedules in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify and inform decision makers of inappropriate specified resources and suggest suitable alternatives.	1.1 establish and record inappropriate resources selected for the project, and seek suitable alternatives			
	1.2 advise decision makers of suitable alternatives			
	1.3 describe the types of and give examples of inadequate and inappropriate resources			
	1.4 explain the different methods and techniques of informing decision makers about inadequate or inappropriate resources			
	1.5 explain the organisational procedure for specifying and obtaining alternative resources.			
2 Identify and quantify deviations from planned progress which may or may have occurred, which could disrupt the programme.	2.1 determine and analyse work done or projected to be done			
	2.2 compare work done or projected work against given schedules to identify deviations relative to the project plan			
	2.3 list and give reasons for the factors that may cause deviations			
	2.4 explain the methods that can be used to identify deviations from planned progress that could disrupt the programme			
	2.5 describe the factors that quantify any deviations from planned progress.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Confirm the circumstances of any deviations, and agree and implement appropriate corrective actions.	3.1	analyse and agree corrective actions from identified deviations needed to maintain the project schedule			
		3.2	plan and implement agreed corrective actions			
		3.3	describe the methods that can confirm the circumstances of any deviations			
		3.4	explain how to agree and implement corrective actions in circumstances of any deviations.			
4	Identify options which may produce savings in cost and time, and pass onto decision makers.	4.1	establish suitable options to the work schedule considered to save cost and time			
		4.2	inform decision makers in a suitable format on identified options that can assist contractual progress			
		4.3	explain how to identify the options which are most likely to minimise increases in cost and time and help contract progress			
		4.4	describe the different methods and techniques used for passing on information about costs and time to decision makers			
		4.5	explain when and why decision makers should be informed about information on costs and time.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Inform decision makers about progress, changes to the operational programme and resource needs.	5.1 collect and establish information of project progress against project specifications 5.2 advise decision makers on project progress and recommended options for changes and resource needs 5.3 describe how to best inform decision makers on actions needed to be taken to maintain or improve project progress.			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 8: Confirming work meets quality standards in the workplace

Unit reference number: T/600/7086

Level: 3

Credit value: 9

Guided learning hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence confirming work meets quality standards in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

Specification – Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction) – Issue 2 – August 2017 © Pearson Education Limited 2017

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify quality standards from available information and clearly specify to the people responsible for their implementation.	1.1 source and establish quality standards relevant to project requirements 1.2 inform those implementing the standards of the level of quality needed 1.3 explain the various types and source of quality standards applicable to the occupational work environment 1.4 describe the various methods for passing quality standards onto those responsible for their implementation.			
2 Regularly check that work conforms to the design requirements and the specified quality standards.	2.1 locate and inspect work done within the occupational work environment on a regular basis 2.2 compare inspection results against the design requirements to establish conformity with the specified quality standards 2.3 explain the methods available to check that the work conforms to the design requirements and specified quality standards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Identify work that fails to meet the requirements and quality standards, and implement corrective action.	3.1 identify work which fails to meet required quality standards			
	3.2 plan and implement the required action needed to correct work not meeting specified quality standards			
	3.3 explain the techniques and methods used to identify work that has failed to meet quality standards			
	3.4 describe the various methods for implementing corrective actions to work which does not meet quality standards.			
4 Regularly inform decision makers about significant variations in quality standards.	4.1 advise decision makers on corrections undertaken using suitable formats that comply with organisational procedures			
	4.2 describe the methods used to inform decision makers about significant variations in quality standards			
	4.3 explain when action should be taken on typical variations in quality standards relative to the occupational work environment.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Implementing procedures to support the team's performance in the workplace

Unit reference number: J/600/7089

Level: 3

Credit value: 11

Guided learning hours: 37

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in implementing procedures to support the team's performance in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of implementing procedures to support the team's performance to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criterion 4.1.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify poor performance and bring directly to the attention of the team member concerned.	1.1 inspect work undertaken by team members and establish poor performance against project and/or organisational requirements			
	1.2 advise team members of possible non-compliances of work undertaken whilst conforming with organisational personnel procedures			
	1.3 explain why it is important to promptly identify poor performance			
	1.4 explain why poor performance of a team member should be brought promptly and directly to their attention.			
2 Provide team members with the opportunity to discus actual or potential problems affecting their performance.	2.1 facilitate opportunities for team members to discuss individual performance at work whilst complying with organisational procedures			
	2.2 communicate and encourage opportunities to discuss issues with individual team members			
	2.3 explain typical types of team member problems and the methods and techniques used to encourage and enable members to talk frankly about their problems			
	2.4 explain why it is important to provide opportunities for team members to discuss problems.			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Agree with team members a course of action which is appropriate, timely and effective.	3.1	identify and discuss possible courses of action that meet the needs (where possible) of the individual and the organisation			
	3.2	confirm a course of action with the team member which conforms to organisational procedures			
	3.3	Explain how to identify problems which team members may be experiencing and how to devise appropriate solutions.			
4 Ensure team members have clear, accurate and timely information regarding disciplinary and grievance procedures.	4.1	demonstrate notification of the necessary information to team members involved with organisational disciplinary and grievance procedures			
	4.2	give reasons for maintaining confidentiality when dealing with disciplinary and grievance procedures			
	4.3	explain who may and may not receive information from disciplinary and/or grievance procedures and the possible consequences should the wrong people be informed.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Co-ordinating and confirming dimensional control requirements of the work in the workplace

Unit reference number: F/600/7091

Level: 3

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in co-ordinating and confirming dimensional control requirements in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

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

- observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Co-ordinate with and communicate accurate work information to work colleagues	1.1 source accurate dimensional work information to allow the work being carried out to be positioned, aligned and levelled			
	1.2 provide work colleagues with accurate dimensional work information to allow conformance with contract specifications			
	1.3 explain different methods of co-ordinating with work colleagues in order to enable them to position, align and level the work			
	1.4 explain the different methods of communicating dimensional information with work colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Confirm and measure dimensional controls and maintain them to the specified work requirements	2.1	identify, establish and confirm a range of dimensional controls, setting out points, lines and profiles to meet contract specifications			
		2.2	maintain accurate dimensional controls, setting out points, lines and profile in accordance with contract specifications			
		2.3	explain the different methods of measuring dimensional controls, setting out points, lines and profiles			
		2.4	describe different methods of confirming and maintaining dimensional control, setting out points, lines and profiles			
		2.5	explain the factors that constitute dimensional controls			
3	Check and adjust measuring and recording equipment to the specified accuracy	3.1	undertake checks and adjustments to a range of measuring and recording equipment relative to the occupational work environment or project type			
		3.2	list different types of measuring and recording equipment that may be used within the occupational area and describe their function and applications			
		3.3	explain the methods of checking measuring and recording equipment applicable to the occupational area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements	4.1 locate and establish possible deviations in dimensional control on a range of work being undertaken			
	4.2 plan and implement corrective action that allows the work to meet project requirements			
	4.3 give reasons for possible deviations in typical work situations and describe the different methods of identifying deviations in positioning, aligning and levelling			
	4.4 explain the different methods of correcting deviations in position, level and alignment to meet work requirements			
5 Identify circumstances and conditions that require revision of work practices	5.1 investigate and establish ongoing work and compare to the contract specifications			
	5.2 list possible circumstances and conditions that may require revisions to the work procedure/practice			
	5.3 explain how to identify circumstances and conditions in the workplace that may affect the work and require revisions to the work procedure/practice			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 11: Contributing to the circulation of construction related project information in the workplace

Unit reference number: L/600/7093

Level: 3

Credit value: 7

Guided learning hours: 23

Unit summary

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

Assessment requirements/evidence requirements

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

- the additional requirements for qualifications using the title NVQ

- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the title and SVQs.

Assessors for this unit must use a combination of the following assessment methods: observation of normal work activities within the workplace that clearly confirms the required skills

- questioning the learner on knowledge criteria that clearly confirms the required understanding

- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Identify and implement the organisational and communication needs that are required for the project	1.1	apply and use an organisational approved system for a project that allows effective communication			
	1.2	apply and use an approved organisational system that meets the needs of a project			
	1.3	describe different methods of communicating information			
	1.4	explain how to identify the organisational and communication needs for a project			
2 Implement the agreed methods of communicating, reporting, recording and retrieving information	2.1	apply and use an organisational system to report information on a project			
	2.2	retrieve project information following organisational procedures			
	2.3	describe different ways of reporting, recording and retrieving information			
	2.4	describe different ways of monitoring methods of communication, reporting, recording and retrieving information.			
	2.5	explain different ways of implementing methods of communication, reporting, recording and retrieving information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Identify any breakdowns in communication and take action to restore effective communication	3.1 determine breakdowns of communication in various projects			
	3.2 apply methods that restore communication and which follows the approved process			
	3.3 describe different ways of identifying breakdowns in communication			
	3.4 describe the possible actions that can restore effective communications for a range of breakdown causes			
4 Implement agreed systems for recording and providing feedback on the ways in which resources are allocated and used	4.1 record, following approved procedures, how resources are allocated and used on a range of projects			
	4.2 give feedback to relevant people, following approved procedures, that identifies how resources are allocated and used			
	4.3 list the components that constitute resources for typical construction related projects			
	4.4 explain ways of implementing agreed systems that record and provide feedback on resource use			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

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

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

Professional development and training

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

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

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

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

The training we provide:

- is active

- is designed to be supportive and thought provoking

- builds on best practice

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

Annexe A: Quality assurance

Key principles of quality assurance

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

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

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

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

Quality assurance processes

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

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

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

The Pearson quality assurance processes will involve:

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

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

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

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

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

Annexe B: Centre certification and registration

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

- direct centres to take actions

- limit or suspend certification

- suspend registration.

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

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

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

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

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Additional requirements for qualifications that use the title NVQ

Contents

Purpose of document

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

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

3 The aims of these additional requirements are to:

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

- assessed consistently

- quality assured consistently

- maintain the integrity of qualifications that use the title NVQ

- establish the NVQ brand

- keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ to a minimum.

Background

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

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

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

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

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

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

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

Additional requirements for qualifications that use the title NVQ Introduction

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

Assessment requirements

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

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

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

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

15   Simulation is allowed when:

- a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise

- a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation

- the safety of a learner, other individuals and/or resources will be put at risk.

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

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

18   Learners must be assessed by assessors:

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

- [2]who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners

- must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

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

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

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

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

Quality assurance requirements

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

23 Qualifications that use the title NVQ, must be verified:

- internally by an internal verifier, who is accountable to the assessment centre

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

24 With reference to internal verification, internal verifiers must:

- [3]hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments

- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified

- be fully conversant with the standards and assessment criteria in the units to be assessed

- understand the awarding organisation's quality assurance systems and requirements for this qualification.

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

26 With reference to external verification, external verifiers must:

- [4]hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification

- have no connections with the assessment centre, in order to maintain objectivity

- have sufficient and relevant technical/occupational understanding in the unit(s) being verified

- be fully conversant with the standards and performance criteria in the units to be assessed

- understand the awarding organisation's quality assurance systems for this qualification.

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

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

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

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

- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence

- an evaluation of the centre's performance and past record.

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

Annexe D: Assessment Requirements/Strategy

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