

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

Specification

NVQs/Competence-based qualifications

First registration May 2019

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

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

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

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

ISBN 978 1 446 96049 3

All the material in this publication is copyright

© Pearson Education Limited 2019

Contents

1	Introducing Edexcel NVQs/ Competence-based qualifications	1
	What are NVQs/Competence-based qualifications?	1
	Sizes of NVQs/Competence-based qualifications	2
2	Qualification summary and key information	3
3	Qualification purpose	5
	Qualification objectives	5
	Relationship with previous qualifications	5
	Progression opportunities	5
	Industry support and recognition	5
	Relationship with occupational standards	5
This qualification is based on the latest occupational standards for occupational work supervision, which were set and designed by CITB.5		
4	Qualification structure	6
	Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction)	6
5	Programme delivery	8
	Elements of good practice	8
	Training and assessment delivery	9
	Employer engagement	9
6	Centre resource requirements	10
	General resource requirements	10
7	Access and recruitment	11
	Prior knowledge, skills and understanding	11
	Access to qualifications for learners with disabilities or specific needs	12
8	Assessment	13
	Language of assessment	13
	Internal assessment	13
	Assessment requirements	14
	Types of evidence	15
	Assessment of knowledge and understanding	16
	Appeals	16
	Dealing with malpractice	16

Reasonable adjustments to assessment	19
Special consideration	19
9 Centre recognition and approval	20
Centre recognition	20
Approvals agreement	20
10 Quality assurance of centres	21
11 Units	22
Unit format	22
Unit 1: Confirming work activities and resources for an occupational work area in the workplace	24
Unit 2: Developing and maintaining good occupational working relationships in the workplace	29
Unit 3: Confirming the occupational method of work in the workplace	34
Unit 4: Implementing and maintaining health, safety, environmental and welfare practices in the workplace	40
Unit 5: Co-ordinating and organising work operations in the workplace	50
Unit 6: Monitoring progress of work against schedules in the workplace	59
Unit 7: Allocating and monitoring the use of plant, machinery, equipment or vehicles in the workplace	66
Unit 8: Confirming work meets contractual, industry and manufacturers' standards in the workplace	73
Unit 9: Implementing procedures to support the team performance in the workplace	77
Unit 10: Co-ordinating and confirming the dimensional control requirements of the work in the workplace	82
12 Further information and useful publications	87
13 Professional development and training	88
14 Contact us	89
Annexe A: Assessment strategy	90

1 Introducing Edexcel NVQs/ Competence-based qualifications

What are NVQs/Competence-based qualifications?

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

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, thus allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development for employees who have been in the workplace for some time. The qualifications are also a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry-level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQs/Competence-based qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that 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 includes 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 have a credit value – equal to one tenth of the TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQs/Competence-based qualifications are generally 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).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction)
Qualification Number (QN)	603/4513/5
Regulation start date	01/05/2019
Operational start date	01/05/2019
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)*	890 hours
Guided Learning Hours (GLH)*	287 hours
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.

Qualification title	Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction)
Entry requirements	Candidates must provide evidence that they are competent to at least Level 2 in their occupational area, for example a Level 2 NVQ/SVQ certificate, before they are registered for this Level 3 NVQ Occupational Work Supervision qualification. Centres must follow the guidance given in <i>A guide to recruiting learners onto Pearson qualifications</i> (for more information see <i>Section 7 Access and recruitment</i>).
Funding	Qualifications eligibility for 16–19, apprenticeship and 19+ advanced learner loan funding can be found on the funding Hub. The Education and Skills Funding Agency (ESFA) also publishes a list of the qualifications eligible for the 19–23 Level 2 and Level 3 legal entitlement, and a list of the qualifications eligible for 19+ advanced learner loans.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

* Values refer to the lowest value for any given unit combination.

3 Qualification purpose

Qualification objectives

Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (Construction) is for learners who work in, or who want to work in, the building and construction sector. The qualification is designed for construction operatives already competent in a specific occupational area, who have responsibility for supervising other operatives in that occupational area.

The qualification gives learners the opportunity to:

- develop the technical skills, role-related knowledge and understanding, and behaviours required to work in job roles such as construction supervisor/manager
- demonstrate competence in the relevant job roles
- gain recognition for existing skills and knowledge
- achieve a nationally-recognised Level 3 qualification
- develop personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 3 NVQ Diploma in Occupational Work Supervision (600/3997/8).

Progression opportunities

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 from the level and size of the construction and the built environment competence and knowledge qualifications, and to other occupational areas such as team leading and management.

Industry support and recognition

This qualification is supported by CITB, the Sector Skills Council for the building and construction sector.

Relationship with occupational standards

This qualification is based on the latest occupational standards for occupational work supervision, which were set and designed by CITB.

4 Qualification structure

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

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of units that must be achieved	8
Number of mandatory units that must be achieved	6
Minimum number of optional units that must be achieved	2

Unit number	Mandatory units Learners must complete all units from this group.	Level	Guided learning hours
1	Confirming work activities and resources for an occupational work area in the workplace	3	33
2	Developing and maintaining good occupational working relationships in the workplace	5	27
3	Confirming the occupational method of work in the workplace	3	37
4	Implementing and maintaining health, safety, environmental and welfare practices in the workplace	3	40
5	Co-ordinating and organising work operations in the workplace	3	40
6	Monitoring progress of work against schedules in the workplace	3	30

Unit number	Optional units Learners must complete TWO units from this group.	Level	Guided learning hours
7	Allocating and monitoring the use of plant, machinery, equipment or vehicles in the workplace	3	80
8	Confirming work meets contractual, industry and manufacturers' standards in the workplace	3	50
9	Implementing procedures to support the team performance in the workplace	3	50
10	Co-ordinating and confirming the dimensional control requirements of the work in the workplace	3	30

Centres should be aware that in this Level 3 qualification, learners are required to meet the demands of one unit at Level 5. When delivering and assessing the qualification, centres are advised to consider the support, guidance and opportunities they give to learners in order for them to meet the demands of this higher-level unit.

5 Programme delivery

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

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. The *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* document is available on our website.

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

Elements of good practice

Learner recruitment, preparation and support

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

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

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

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

Employer engagement

Good practice in relation to employer engagement includes:

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

6 Centre resource requirements

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

General resource requirements

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification, for example a workplace in line with industry standards, equipment, IT, learning materials, teaching rooms.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications*. Additionally, centres should refer to the document *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications*. Both documents are available on our website at: qualifications.pearson.com
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, visit www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

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

Prior knowledge, skills and understanding

Learners undertaking this qualification must do so in relation to the specific trade/occupational area in which they are engaged for work. Evidence must be gathered of supervising others in the specific trade/occupational area in which they are competent. The qualification is not designed as a general supervision qualification.

Learners must provide evidence, for example by a relevant NVQ/SVQ certificate, that they are competent at least to Level 2 in their occupational area before they are registered for this Level 3 qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *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 to every learner.

We are committed to making sure that:

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

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

Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

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

Language of assessment

Assessments for the units in this qualification are in English only.

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

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) *Access Arrangements and Reasonable Adjustments*. The document is available on our website at: qualifications.pearson.com

Internal assessment

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

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

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

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

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

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

Learners can provide evidence of occupational competence from:

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

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

- a combination of the above.

Assessment requirements

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

Types of evidence

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

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 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.

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

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 learner's knowledge and understanding are not apparent from performance evidence, they 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 ConstructionSkills' assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Units*.

Appeals

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

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website.

Dealing with malpractice

Malpractice means 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 actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see our *Centre guidance: dealing with malpractice*, available on our website.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment 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 the centre to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives more information and examples, and details the penalties and 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 Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed 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.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/exams-office/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.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights – please see section 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

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.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance 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 or penalties.

Where learner malpractice is evidenced, penalties may be imposed, such as:

- mark reduction for affected external 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:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks 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 centres that are considering appeals against penalties and 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 our *Enquiries and appeals about Pearson vocational qualifications and end point assessment* policy document, available on our website, qualifications.pearson.com. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com), who will inform you of the next steps.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in our document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

In most instances, adjustments can be achieved by following the guidance; for example, allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the JCQ document *Access Arrangements and Reasonable Adjustments*.

Both documents are on our website, qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

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

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

Further information on special consideration can be found in the JCQ document *Access Arrangements and Reasonable Adjustments*.

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

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

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

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

Approvals agreement

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

10 Quality assurance of centres

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

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

Centres offering competence-based qualifications will 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 will reflect the centre's performance, taking account of the:

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

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

For further details, please go to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications*.

Additionally, centres should refer to the document *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications*.

Both documents mentioned above are available on our website, qualifications.pearson.com

11 Units

Unit format

Each unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit and it will appear on the learner's certificate.

Level

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

Unit type

This says if the unit is mandatory or optional for the qualification. See information in *Section 4 Qualification structure* for full details.

Guided Learning Hours (GLH)

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

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit summary

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

Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

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

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

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

Level:	3
Unit type:	Mandatory
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, in the relevant sector of the industry.

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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 work activities, assess required resources and plan the sequence of work	1.1	Identify work activities, assess required resources and plan the sequence of work.			
		1.2	Identify work activities and formulate a plan for their own sequence of work.			
		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 required information and the different methods used to prepare a work programme relative to the occupational area.			
2	Obtain clarification and advice where the resources required are not available	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that 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 external factors relating to: <ul style="list-style-type: none"> • other occupations and/or customers • resources • weather conditions • health and safety requirements. 			
		3.2	Explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> • contract conditions • contract programme • health and safety requirements of operatives. 			
		3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: <ul style="list-style-type: none"> • other related programmes • special working conditions • weather conditions • other occupations/people • resources • health and safety requirements. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Identify work activities which influence each other and make the best use of the resources available	4.1	Determine work activities that have an influence on each other.			
		4.2	Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> occupations and/or customers associated with the work tools, plant and/or ancillary equipment materials and components. 			
		4.3	Explain different methods and sources that can identify which work activities influence each other.			
		4.4	Describe how to determine the sequence of work activities and how long each work activity will take.			
		4.5	Describe what zero and low carbon requirements are.			
		4.6	Explain how work activities and different ways of using resources can impact on zero and low carbon requirements and make a positive contribution to the environment.			

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 any changed circumstances.			
		5.2	Inform line management and/or customers on the type and extent of any required changes to the work programme.			
		5.3	Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.			
		5.4	Explain how to assess contractual/work effects resulting from alterations to the work programme.			
		5.5	Explain the methods used to justify to decision makers on 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

Level:	5
Unit type:	Mandatory
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, in the relevant sector of the industry.

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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 goodwill 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 in 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: _____

Date: _____

(if sampled)

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

Level:	3
Unit type:	Mandatory
Guided learning hours:	37

Unit summary

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

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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	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 how to summarise the following project data: <ul style="list-style-type: none"> • required quantities • specifications • detailed drawings • health and safety requirements • timescales • scope of works. 			
		1.3	Explain the different methods of assessing available project data.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Explain how to use project data to interpret the work method, in relation to: <ul style="list-style-type: none"> • standard work procedures • sequence of work • organisation of resources (people, equipment, materials) • work techniques • working conditions (health, safety and welfare) • risk assessment. 			
2	Obtain additional information from alternative sources in cases where the available project data is insufficient	2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out.			
		2.2 Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> • customers or representatives • suppliers • regulatory authorities • manufacturer’s literature. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify work methods that will make best use of resources and meet project, statutory and contractual requirements	3.1	Examine potential work methods to carry out the occupational work activity.			
		3.2	Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.			
		3.3	<p>Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to:</p> <ul style="list-style-type: none"> • health and safety welfare (principles of protection) • fire protection • access and egress • equipment availability • availability of competent workforce • pollution risk • waste and disposal • zero and low carbon outcomes • weather conditions. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	<p>Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to:</p> <ul style="list-style-type: none"> • conforming to statutory requirements • customer and user needs • contract requirements in terms of time, quantity and quality • environmental considerations. 			
		3.5	Explain how different methods of work can achieve zero/low carbon outcomes.			
4	Confirm and communicate the selected work method to relevant personnel	4.1	Confirm the selected occupational work method that meets project, statutory and contractual requirements.			
		4.2	Communicate appropriately to relevant people on the selected occupational work method.			
		4.3	Describe the different techniques and methods of confirming and communicating work methods to relevant people.			
		4.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Level:	3
Unit type:	Mandatory
Guided learning hours:	40

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, environmental and welfare practices in the workplace, in the relevant sector of the industry.

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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	Allocate and maintain health, safety, environmental and welfare equipment and resources to meet project and statutory requirements	1.1	Make arrangements for health, safety, environmental and welfare practices in the relevant operational work environment.			
		1.2	Allocate responsibilities for maintaining health, safety, environmental and welfare equipment and resources to relevant people.			
		1.3	Check and maintain statutory notices and hazard warnings.			
		1.4	Allocate appropriate health, safety, environmental and welfare equipment and resources relative to the operational work environment.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.5 Explain the methods of identifying and allocating health, safety, environmental and welfare equipment and resources, relating to: <ul style="list-style-type: none"> • protective clothing • protective equipment • first-aid facilities and arrangements • welfare facilities • storage and security of materials and equipment • firefighting equipment • statutory notices • hazard warning signs. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Encourage a positive culture of health, safety, environmental and welfare practices and identify opportunities for improving the health and safety of the work environment through engagement with the workforce	2.1	Deliver work briefings to relevant people within the operational work environment to promote and encourage a positive health, safety, environmental and welfare culture.			
		2.2	Encourage two-way dialogue with other people and seek feedback for opportunities to improve the health and safety of the work environment.			
		2.3	Lead by example by demonstrating exemplar health, safety, environmental and welfare practices within the operational environment.			
		2.4	Implement the organisational requirements to monitor and maintain accident and incident reporting including near misses.			
		2.5	Seek competent advice before implementing improvements to health and safety work practices.			
		2.6	Explain how to identify different opportunities for improving workplace health, safety, environmental and welfare practices.			
		2.7	Explain how to recommend opportunities for improving workplace health, safety, environmental and welfare practices.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.8 Explain methods and techniques of promoting and encouraging a positive culture of health, safety, environmental and welfare practices in the workplace.			
		2.9 Explain how to deliver work briefings in ways that seek and encourage feedback.			
		2.10 Explain how to identify any health, safety, environmental and welfare training requirements to improve the health and safety of the work environment.			
		2.11 Explain who and where to seek competent advice from before implementing improvements to health and safety work practices.			
		2.12 Explain how to monitor and maintain organisational requirements for recording and reporting accidents and incidents including near misses.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.13	<p>Explain the different ways of checking and monitoring correct authorisation of the following people whilst in the workplace:</p> <ul style="list-style-type: none"> • workforce • suppliers • visitors • customers • members of the public. 			
		2.14	Explain the current organisational procedures for dealing with unauthorised people and trespassers.			
3	Ensure that their team is inducted and check that they are suitably competent and monitored whilst at the workplace	3.1	Use appropriate methods to confirm that the team are properly inducted and given regular health and safety updates.			
		3.2	Use appropriate methods and techniques to communicate and report any team performance issues.			
		3.3	<p>Explain the organisational methods and procedures for carrying out inductions that confirm:</p> <ul style="list-style-type: none"> • health and safety responsibilities • methods of work • workplace operations • health, safety and welfare equipment and resources 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> risk control procedures first-aid arrangements. 			
		3.4 Explain the different ways of checking and monitoring the workforce's competence specific to the work requirements.			
		3.5 Explain the different techniques and methods of communicating and reporting any team performance issues.			
4	Monitor and review health, safety, environmental and welfare practices and safe systems of work in the relevant work environment in accordance with current organisational and statutory requirements	4.1 Monitor, observe and record the implementation and maintenance of health, safety, environmental and welfare practices within the operational work environment in accordance with current legislation, workplace regulations, Codes of Practice and official guidance.			
		4.2 Review the safe systems of work to identify and eliminate hazards or mitigate risks in accordance with current organisational requirements and legislation, and feed back results.			
		4.3 Ensure compliance with the safe systems of work in accordance with current organisational requirements and legislation.			
		4.4 Instigate, record and report actions to deal with any changing circumstances within the operational work			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		environment in order to maintain the required health, safety, environmental and welfare practices.			
		<p>4.5 Explain the methods and techniques used to regularly check health, safety, environmental and welfare practices in accordance with the following statutory requirements:</p> <ul style="list-style-type: none"> • current organisational health, safety, environmental and welfare policies, procedures and regulations • current general health, safety, environmental and welfare legislation • approved Codes of Practice • statutory notices • hazard warnings • safety signs. 			
		4.6 Explain the reasons for regularly checking the health, safety, environmental and welfare practices relevant to the operational working environment.			
		4.7 Explain the organisational requirements to ensure compliance with safe systems of work.			
		4.8 Explain how to review the safe systems of work by carrying out systematic examinations of work processes to eliminate hazards or mitigate risks in accordance with			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			current organisational policies, procedures and legislation and feed back results.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.9	Explain how to identify any special workplace conditions and examples which do not comply with regulations.			
		4.10	Describe the different methods of recording special workplace conditions and examples which do not comply with regulations.			

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

Level:	3
Unit type:	Mandatory
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, in the relevant sector of the industry.

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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	Provide information as required to all the people who will be affected by the work	1.1	Provide information, as authorised, relating to the work to be carried out in regard to: <ul style="list-style-type: none"> • scope of work • start date • how long it will take • expected completion date • any associated hazards. 			
		1.2	Define own levels of authorisation when providing information regarding the scope and timescales of the project.			
		1.3	Explain the different methods of informing the people affected by the work arrangements including all third parties and stakeholders.			
		1.4	List the types of people, internal and external to the project, who could be affected by work.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	Describe the consequences of providing inadequate information to those affected by the work.			
2	Agree the planned timescales and methods of work with the workforce	2.1	Discuss and confirm work programmes and methods of work relevant to project requirements with the workforce.			
		2.2	Explain different methods and techniques of agreeing programmes, methods of work and dynamic risk assessments with the workforce, in accordance with the method statement.			
3	Implement the agreed methods of communicating, reporting, recording and retrieving information	3.1	Apply and use an organisational communication system to record and report project information.			
		3.2	Retrieve project information following organisational procedures.			
		3.3	Describe the different ways of reporting, recording and retrieving information.			
		3.4	Explain how to monitor the systems used for communication, reporting, recording and retrieving project information to ensure they remain effective.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Identify any breakdowns in communication and take action to restore effective communication	4.1	Determine, record and report any breakdowns of communication in various projects.			
		4.2	Apply methods that restore communication and which follow the approved organisational procedures.			
		4.3	Describe different ways of identifying, recording and reporting breakdowns in communication.			
		4.4	Describe the organisational procedures that can be implemented to restore effective communications for a range of breakdown causes.			
5	Communicate and organise the work being done with other operations as per the agreed work programme	5.1	Organise and co-ordinate the work programmes and project requirements with other occupations, within predetermined levels of authorisation.			
		5.2	Define their predetermined levels of authorisation and explain the methods of communicating, organising and co-ordinating work with other work activities/operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Organise and ensure there are sufficient resources, of the appropriate type, to meet the project requirements and timescales	6.1	Identify, source and organise sufficient, suitable resources to meet project requirements.			
		6.2	Allocate resources in accordance with the methods of work and project requirements.			
		6.3	Describe ways of identifying, obtaining, organising and allocating the required resources for the project.			
		6.4	Explain methods of planning for resources, in relation to: <ul style="list-style-type: none"> • workforce • tools • plant and ancillary equipment • materials • information. 			
7	Organise and control the work and resources so that conditions are safe and the workplace is tidy	7.1	Implement systems to manage resources, maintain site tidiness and dispose of waste in accordance with current organisational and statutory requirements and within predetermined levels of authorisation.			
		7.2	Explain different ways of controlling the workplace and resources to create and maintain safe conditions and a tidy workplace in accordance with organisational requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Identify and record any unplanned circumstances and pass them on to people who may be affected	8.1	Identify any unplanned circumstances which can affect the project or people, in relation to at least five of the following: <ul style="list-style-type: none"> • occupiers • environment • vehicular access • hazards • trespass • near neighbours • public access • workplace conditions • health, safety and welfare • statutory regulations and limitations • Codes of Practice. 			
		8.2	Use appropriate methods to record and report any unplanned circumstances identified.			
		8.3	Supply information on any identified unplanned circumstances to those who would be affected.			
		8.4	Explain different ways of identifying what are unplanned circumstances.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.5	Describe the methods of recording and reporting any unplanned circumstances.			
		8.6	Explain ways information relating to unplanned circumstances can be passed on to the people affected.			
9	Organise the designated work area for operational purposes and communicate to the workforce	9.1	Manage/supervise the designated work area for operational purposes for at least five of the following: <ul style="list-style-type: none"> • safe storage • temporary works • environmental considerations • plant and/or equipment • temporary services • access and egress • security • continued use by occupiers • welfare facilities. 			
		9.2	Inform the relevant workforce of the designated work area for operational purposes.			
		9.3	Explain the methods and techniques used for passing on information about the designated work area to the workforce.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		9.4	Explain different ways of organising/arranging the designated work area for operational purposes.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
10	Organise the storage and use of materials and equipment so that handling and movement is efficient and wastage is minimised	10.1	Plan and arrange the safe storage and efficient use of materials and equipment relevant to the occupational work environment in accordance with current statutory and organisational requirements.			
		10.2	Plan and arrange material handling and movement to enable minimum handling, movement and waste.			
		10.3	Explain the factors, methods and considerations needed to organise the efficient storage and use of materials and equipment.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Monitoring progress of work against schedules in the workplace

Level:	3
Unit type:	Mandatory
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, in the relevant sector of the industry.

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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	Monitor progress of planned programmes against work schedules	1.1	Monitor progress against the work schedule using the following methodologies: <ul style="list-style-type: none"> • discussion • observation • calculation • measuring. 			
		1.2	Record and provide regular reports to the managers on the programme's progress.			
		1.3	Describe how to source information from the work schedule.			
		1.4	Explain how to monitor and report progress of the planned programme by observation, calculation and measuring.			
		1.5	Describe how the methods used to monitor progress, informed the report provided to managers, customers and/or representative, contractors or suppliers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Identify, record and report inappropriate specified resources and suggest suitable alternatives	2.1	Establish, record and report inappropriate and inadequate resources selected for the project.			
		2.2	Advise managers of suitable alternative resources.			
		2.3	Give examples of inadequate and inappropriate resources, relating to: <ul style="list-style-type: none"> • people • tools and ancillary equipment • materials • time • information. 			
		2.4	Describe how to identify and record inadequate or inappropriate resources relating to people, tools and ancillary equipment, materials, time and information.			
		2.5	Explain the different methods and techniques used to inform managers about inadequate or inappropriate resources.			
		2.6	Explain the organisational procedure for suggesting and specifying alternative resources.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify and quantify deviations from planned progress which have occurred or may occur, and which could alter the programme	3.1	Determine and analyse work completed or projected work to be done.			
		3.2	Compare work completed or projected work against given schedules to identify deviations relative to the project plan.			
		3.3	Record and report identified and quantified deviations or confirm programme is on schedule.			
		3.4	<p>Explain the methods that can be used to identify, record and report deviations from planned progress, in relation to:</p> <ul style="list-style-type: none"> • resource shortages • design problems and constraints • lack of essential construction information • construction errors • adverse weather • physical (workplace) constraints. 			
		3.5	<p>Describe how any deviations from the planned progress could alter the programme, in relation to:</p> <ul style="list-style-type: none"> • action lists • method statements • work costs. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Explain how to quantify any deviations from planned progress in regard to the methods of work and any implication on resources.			
4	Confirm the circumstances of any deviations, seek advice and implement appropriate corrective actions	4.1	Analyse, record and report the corrective actions required to maintain the project schedule.			
		4.2	Seek advice, plan and implement agreed corrective actions.			
		4.3	Describe the methods used to confirm the circumstances of any deviations.			
		4.4	Explain how to seek advice, plan and implement corrective actions in circumstances of any deviations, in relation to: <ul style="list-style-type: none"> restoring progress in accordance with agreed programme agreeing new completion dates securing additional resources altering planned work. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Identify and report options which may help the contract progress	5.1	Establish and record suitable options to the work schedule which are likely to help the contract's progress.			
		5.2	Report the identified options that can assist contractual progress.			
		5.3	Explain how to record and report the options which are most likely to help the contract progress including recommendations for changes and resource needs relating to people, tools and ancillary equipment, materials, time and information.			
		5.4	Describe the different methods and techniques used to communicate information about the project's progress to line management, customer and/or representative and suppliers.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Report progress, any changes to the operational programme and resource needs	6.1	Collect and confirm information on the project's progress against project specifications.			
		6.2	Report project progress and recommended options for changes and resource needs.			
		6.3	Describe how to inform line management, customer and/or representatives, contractors and suppliers on the actions needed to be taken to maintain or improve project progress.			
		6.4	Explain why and when line management, customers and/or representatives, contractors and suppliers should be informed about progress, any changes to the operational programme and resource needs, relating to people, tools and ancillary equipment, materials, time and information, which could help advance the contract's progress.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Level:	3
Unit type:	Optional
Guided learning hours:	80

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, machinery, equipment and/or vehicles in the workplace, in the relevant sector of the industry.

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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 plant, machinery, equipment or vehicles for the workplace and allocate them to the operations	1.1	Identify and allocate the plant, machinery, equipment or vehicles and produce records verifying that they are appropriate for the work being undertaken.			
		1.2	Explain how to check that the plant, machinery, equipment or vehicles are appropriate for use in the workplace and allocate to suitable operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Ensure compliance with current health and safety information and implement safe working practices and other safeguards to minimise risks involving the use of plant, machinery, equipment or vehicles	2.1	Carry out and record assessments on plant, machinery, equipment or vehicles to identify the health and safety risks associated with their use.			
		2.2	Implement and enforce safe working practices and other safeguards for the work being undertaken.			
		2.3	Carry out appropriate checks to verify that the operator holds the relevant authorisation to operate the plant, machinery, equipment or vehicle.			
		2.4	Explain how to identify the health and safety risks associated with plant, machinery, equipment and vehicles in relation to: <ul style="list-style-type: none"> • operators • other personnel in the workplace • members of the public • workplace visitors • owners of adjoining property • the environment. 			
		2.5	Explain the methods used to assess any health and safety risks relating to plant, machinery, equipment or vehicles and in relation to the work being undertaken.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Describe the measures that should be implemented to ensure safe working practices and other safeguards to minimise risks.			
3	Report when plant, machinery, equipment or vehicles, or their operator are unsuitable for use in the workplace when allocating and monitoring	3.1	Record and provide a report detailing how the decision was reached and what alternatives were suggested when plant, machinery, equipment or vehicles were deemed unsuitable for the work being undertaken.			
		3.2	<p>Explain the methods used to record and report when plant, machinery, equipment, vehicles, or their operator are unsuitable for use within the workplace, in regard to failing to meet:</p> <ul style="list-style-type: none"> • operational efficiency • health and safety • competence requirements • reliability • usage requirements. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Ensure information for the use of plant, machinery, equipment or vehicles is supplied to operators and supervise safe use	4.1	Record and provide operational information to the operators and users on the safe and correct use of plant, machinery, equipment or vehicles using manufacturer's instructions and current official guidance.			
		4.2	Supervise the use of plant, machinery, equipment or vehicles to ensure they are being operated safely in accordance with given information.			
		4.3	Explain the different methods and sources used to provide information on the use of plant, machinery, equipment or vehicles to those using, or affected by, plant operations.			
		4.4	Describe the most effective ways to supervise the safe use of plant, machinery, equipment or vehicles.			
		4.5	Describe the methods used to identify, record and inform line managers, suppliers and specialists when an operator is deemed unsuitable for the safe use of plant, machinery, equipment or vehicles due to operational efficiency, health and safety, competence requirements, authorisation or usage requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Monitor and ensure all checks on plant, machinery, equipment or vehicles are carried out in accordance with organisational requirements	5.1	Monitor, record and report on how specified checks, including those for operational efficiency, were carried out on plant, machinery, equipment or vehicles in accordance with current organisational and manufacturers' requirements.			
		5.2	Explain how to monitor and ensure that all the specified checks on the plant, machinery, equipment or vehicles, including those for operational efficiency, were carried out to comply with current organisational and manufacturers' requirements.			
6	Monitor completion dates and report when plant, machinery, equipment or vehicles have completed working activities and are no longer required	6.1	Record and report the information which supports the decision made to return plant, machinery, equipment or vehicles following the completion of the work.			
		6.2	Explain the methods used to inform relevant line managers, specialist or suppliers when plant, machinery, equipment or vehicles are no longer required.			
		6.3	Summarise the types of information given to line managers, specialist or suppliers when arranging for the return of plant, machinery, equipment or vehicles.			
		6.4	Explain why line managers, specialist or suppliers should be informed promptly when plant, machinery, equipment or vehicles are no longer required.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Confirming work meets contractual, industry and manufacturers' standards in the workplace

Level:	3
Unit type:	Optional
Guided learning hours:	50

Unit summary

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

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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	Source information, implement contractual, industry and manufacturers' standards and allocate responsibilities	1.1	Source information applicable to the occupational work environment and implement contractual, industry and manufacturers' standards relevant to project requirements.			
		1.2	Allocate specific responsibilities to ensure the work is carried out to the specified standards.			
		1.3	Explain how to source the contractual, industry and manufacturers' standards applicable to the occupational work environment from current statutory requirements, project specifications, British Standards, Codes of Practices, current organisational standards, good working practices, manufacturers' information, operator's instructions, environmental information and warranties.			
		1.4	Describe the various methods for allocating responsibilities for the contractual, industry and manufacturers' standards to the workforce, suppliers and project team during the programme.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Regularly check that work conforms to the design requirements and the specified contractual, industry and manufacturers' standards	2.1	Carry out regular inspections and implement control procedures within the occupational work environment.			
		2.2	Compare inspection results to establish conformity with the design requirements and the specified contractual, industry and manufacturers' standards.			
		2.3	Record comparisons and provide regular reports to confirm conformity/non-conformity to the contractual, industry and manufacturers' standards.			
		2.4	Explain the methods used to check that the work, methods of work, materials and their uses conform to the design requirements and specified contractual, industry and manufacturers' standards.			
3	Identify work that fails to meet the required contractual, industry and manufacturers' standards and implement corrective action	3.1	Identify and report work which fails to meet required contractual, industry and manufacturers' standards.			
		3.2	Plan, record and implement the required action needed to correct work which does not meet the specified contractual, industry and manufacturers' standards.			
		3.3	Explain the techniques and methods used to identify work that has failed to meet contractual, industry and manufacturers' standards.			
		3.4	Describe the various methods for implementing corrective actions to work which does not meet contractual, industry and manufacturers' standards.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Identify and inform managers about variations between contractual, industry and manufacturers' standards	4.1	Record and report any identified variations between the contractual, industry and manufacturers' standards.			
		4.2	Record and notify managers, using suitable formats that comply with organisational procedures, on the agreed corrections undertaken.			
		4.3	Describe the methods used to inform managers about variations between the contractual, industry and manufacturers' standards.			
		4.4	Explain when action should be taken on variations between contractual, industry and manufacturers' 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 performance in the workplace

Level:	3
Unit type:	Optional
Guided learning hours:	50

Unit summary

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

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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 record performance and bring directly to the attention of the team member concerned	1.1	Inspect and monitor work undertaken by team members and evaluate performance against project requirements and organisational performance measures.			
		1.2	Advise team members of possible non-compliances in performance in accordance with organisational personnel procedures.			
		1.3	Record and report any discussions held with team members relating to issues and concerns which are affecting their performance.			
		1.4	Acknowledge good performance and provide related feedback to team members.			
		1.5	Explain how to monitor, measure and evaluate the performance of your team in accordance with organisational requirements.			
		1.6	Explain why it is important to acknowledge good performance with team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.7	Explain why it is important to identify any unsatisfactory performance.			
		1.8	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 discuss actual or potential issues and concerns affecting their performance	2.1	Facilitate discussions with team members about any issues and concerns affecting their performance.			
		2.2	Describe typical types of issues and concerns that may arise from work-related and/or personal factors.			
		2.3	Explain the methods and techniques used to encourage and enable members to talk frankly about any issues and concerns.			
		2.4	Explain why it is important to provide opportunities for team members to discuss issues and concerns.			

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 to overcome any issues and concerns which are affecting performance.			
		3.2	Make recommendations to the team member to develop and improve their work performance.			
		3.3	Record and agree a course of action with the team member which conforms to organisational procedures and report to managers.			
		3.4	Describe how to source and provide appropriate responses to team member issues and concerns.			
		3.5	Describe the methods used to make recommendations for improvements and development of individuals and the team.			
		3.6	Explain how to monitor the individual's performance to confirm the agreed actions are being implemented and are effective.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Ensure team members are aware of information regarding disciplinary and grievance procedures	4.1	Discuss issues that may give rise to disciplinary and grievance procedures through team briefings.			
		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.			
		4.4	Describe the possible consequences should the wrong people be informed, in regard to: <ul style="list-style-type: none"> • the organisation • individuals' rights • equality and diversity • development opportunities. 			
		4.5	Describe methods used to keep records of issues that may give rise to disciplinary and grievance procedures that have been discussed in team meetings.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Level:	3
Unit type:	Optional
Guided learning hours:	30

Unit summary

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

Unit assessment requirements

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, 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, the learner needs 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	Co-ordinate with and communicate the dimensional control information to work colleagues	1.1	Source accurate dimensional control information to allow the work being carried out to be positioned, lined and levelled.			
		1.2	Record and report the dimensional control information provided to work colleagues to allow conformance with contract specifications.			
		1.3	Explain different methods of co-ordinating with work colleagues in order to enable them to position, line and level the work.			
		1.4	Explain the different methods of communicating dimensional control information to work colleagues.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Confirm and measure the dimensional controls and maintain them to the specified work requirements	2.1	Identify, confirm and record 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	<p>Explain the different methods of measuring and recording the following dimensional controls and setting out points, lines and profiles:</p> <ul style="list-style-type: none"> • lines • levels • angles • distances • curves • calibrations • tolerances. 			
		2.4	Describe different methods of confirming and maintaining dimensional control, setting out points, lines and profiles.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Check and ensure measuring and recording equipment meets the specified tolerances	3.1	Undertake and record the checks made to a range of measuring and recording equipment relative to the occupational work environment or project type.			
		3.2	Explain the methods used to check mechanical, optical and electronic measuring and recording equipment applicable to the occupational area.			
4	Identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements	4.1	Identify and report the circumstances and conditions that result in possible deviations in dimensional controls on a range of work being undertaken.			
		4.2	Plan, record and implement corrective action that allows the work to meet project requirements.			
		4.3	Describe the methods used to identify and report deviations in position, line and level, arising from: <ul style="list-style-type: none"> • transfer of lines and levels • use of wrong lines and levels. 			
		4.4	Explain the different methods of reporting and correcting deviations in position, line and level to meet work requirements.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.5 Explain how to identify and record circumstances and conditions that may affect and require revisions to the dimensional controls in relation to: <ul style="list-style-type: none"> • land • water • obstacles • climate variation • live conditions • utilities • health and safety. 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

Key publications

- *Access Arrangements and Reasonable Adjustments* (Joint Council for Qualifications (JCQ))
- *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* (Pearson)
- *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality, diversity and inclusion policy* (Pearson)
- *A guide to recruiting learners onto Pearson qualifications* (Pearson)
- *Quality Assurance Handbook BTEC Apprenticeship* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Suspected Malpractice in Examinations and Assessments Policies and Procedures* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units* (Pearson)
- *UK Information Manual* (Pearson)
- *Use of languages in qualifications policy* (Pearson).

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

Further information and publications on the delivery and quality assurance of SVQ/Competence-based qualifications are available on our website.

To order publications, please go to the resources page of our website.

For books, software and online resources for UK schools and colleges, please go to: www.pearsonschoolsandfecolleges.co.uk

13 Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

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

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

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

Training and support for the lifetime of the qualifications

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

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

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html.

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need, please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work-Based Learning customers:

<http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html>

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 ConstructionSkills 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 an SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and NVQs/SVQs. Simulation will usually apply only as a result of one or more of the listed constraints.

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.

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.

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 particular issues of external quality control
- contribute to improving quality and consistency
- support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
- provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
- discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
- inform the continuous improvement of NOS, and awards derived from them
- identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.

1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They

must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.

1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

2 Aspects to be assessed through performance in the workplace

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

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.

2.2 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 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 be used only where candidates are prevented from gathering direct evidence from the workplace in the normal way because:

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

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

3.3 The ConstructionSkills National Working Group will determine and specify 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 need to be confirmed by discussions between the candidate and the assessor. These are then agreed by the internal and external verifiers.

3.5 Where other Standard Setting Bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

4 Occupational expertise requirements for assessors and verifiers

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

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

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

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

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

- 4.1.3 assess only 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' 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 particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the 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
- 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 up-to-date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the 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

ConstructionSkills' 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 ConstructionSkills 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 considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be 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 NVQs/SVQs during the current economic climate.

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

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

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

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

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

It is a SSC's responsibility to define the acceptability of evidence from simulation in the context of NOS and NVQs/SVQs. The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

Guidance on the acceptable use and characteristics of simulation within NVQs/SVQs during the current economic climate

During the UK's economic recession, ConstructionSkills had implemented flexibilities relating to simulation of NVQs/SVQs for displaced apprentices, and although there were small signs of a recovery in 2014, ConstructionSkills agreed to extend those flexibilities for a further 12 months.

Once the construction industry had shown definite signs of growth, those flexibilities were withdrawn on 31 March 2015. However, for apprentices registered before 1 January 2015, the flexibilities will remain in place until their completion date.

Therefore only for apprentices who registered before 1 January 2015, the following can apply.

In situations where a displaced or employed apprentice (this does not apply to full-time learners) will not be able to demonstrate evidence in the workplace within an acceptable time span, awarding bodies can arrange with their centres to apply the following principles:

1. Units cannot be assessed using simulation alone – there must be some supporting work-based evidence.
2. A centre's strategy for simulation must be examined and approved by the external verifier.
3. The location and environment of simulation must be agreed with the internal verifier prior to taking place and must be checked by the internal verifier.
4. The **nature of the contingency** and the **physical environment must be realistic** and candidates should not be given any indication as to exactly what contingencies they may come across.
5. 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.
6. There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.
7. All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.
8. All simulation should involve the same personnel as would normally be included (e.g. bricklayer, supervisor, labourer, etc.) and also similar realistic facilities.
10. Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence which might include questioning, interviews

with professional discussion, work projects, case studies, special assignments, self-testimony.

ConstructionSkills would strongly recommend that centres explore strategies with the candidate'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 a number of 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.

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
- Wood machining

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 Test 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 criterion.

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 with and reflect their particular 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 relate only 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 biannually, 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 assessor's 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 any of the following:
 - curriculum vitae
 - references
 - possession of a relevant vocationally related qualification
 - corporate membership of a relevant professional institution
 - interview
- must observe only 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.

While 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.

June 2019

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCL qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

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

VAT Reg No GB 278 537121

