

Pearson Edexcel Level 6 NVQ Diploma in Senior Site Inspection

Specification

Competence-based qualification

For first registration August 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Edexcel Level 6 NVQ Diploma in Senior Site Inspection (QCF)

The QN remains the same.

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ISBN 9781446954324

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Summary of Pearson Edexcel Level 6 NVQ Diploma in Senior Site Inspection specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6
Guided learning definition updated	12
QCF references removed from unit titles and unit levels in all units	15-129

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

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

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

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

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

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

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

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

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

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

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 6 NVQ Diploma in Senior Site Inspection:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 6 NVQ Diploma in Senior Site Inspection	500/9771/4	01/08/2010

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

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

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

Key features of the Pearson Edexcel Level 6 NVQ Diploma in Senior Site Inspection

This qualification:

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

What is the purpose of this qualification?

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

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

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

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

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

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

- Clerk of works/Site manager.

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

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

What is the qualification structure for the Pearson Edexcel Level 6 NVQ Diploma in Senior Site Inspection?

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

The Total Qualification Time (YQT) for this qualification is 720.

The Guided Learning Hours for this qualification are 320.

Learners must complete all mandatory units in Group A to obtain 72 credits and choose optional units from Group B1 and B2 to obtain 54 credits.

Learners must complete a minimum of one unit in Group B1.

Learners must complete a minimum of one unit in Group B2.

A – Mandatory units

Learners must complete all units in Group A.

Credit value required: minimum 72.

- A/600/6800 – Monitor project quality in construction
- J/600/6802 – Manage project progress and handover in construction
- L/600/6803 – Verify and maintain systems for managing site health, safety and welfare in construction
- D/600/6806 – Set up and manage technical information systems in construction
- H/600/6807 – Manage interaction with others in construction
- H/600/6810 – Practise in a professional manner in construction

B – Optional units

Learners must complete a minimum of one unit in Group B1 and Group B2.

Credit value required: minimum 54.

B1 – Optional units (Group 1)

Learners must complete a minimum of one unit in Group B1.

Credit value required: minimum 14.

- M/600/6812 – Monitor test processes in construction
- T/600/6813 – Confirm and report on property condition in construction
- L/600/6817 – Implement agreed policies and programmes for undertaking maintenance works in construction

B2 – Optional unit (Group 2)

Learners must complete a minimum of one unit in Group B2.

Credit value required: minimum 10.

Y/600/6819 – Monitor and solve customer service problems in construction

R/600/6821 – Evaluate and progress the resolution of potential disputes in construction

D/600/6823 – Recruit and plan the workforce in construction

H/600/6824 – Manage and develop teams and individuals in construction

How is this qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

- in the workplace, or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment Strategy

The Assessment Strategy for this qualification will be available on the Pearson website (qualifications.pearson.com). It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The Assessment Strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

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

Types of evidence

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

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

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

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

Additional requirements

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

What do you need to offer this qualification?

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required to deliver this qualification?

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

Unit format

Each unit in this specification contains the following sections.

Unit Title:					This is the formal title of the unit that will appear on the learners certificate
Unit reference number:					This code is a unique reference number for the unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment Requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment recording to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Monitor project quality in construction

Unit reference number: A/600/6800

Level: 6

Credit value: 16

Guided learning hours: 30

Unit summary

This unit requires the learner to have a detailed knowledge of how to actually inspect the project by using the project drawings and specifications to assess the workmanship to the required quality standard, using codes of practice and British standards.

It also requires the learner to implement systems of inspection routines, and of progress monitoring. The learner will need to implement the recording of failures and non-compliance items and to report these back to persons responsible.

The unit requires the learner to carry out checks to show that the project complies with current Building Regulations (DDA access, Part L2, etc) as well as Utilities Regulations (depths of trenches/connections requirements etc).

It also requires the learner to provide evidence of assessing what project feedback (eg problems with manufacturer's details or material/suppliers delivery/recording processes) – anything that could be regarded as useful knowledge for future projects.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1 Quality standards:

- statutory requirements
- project drawings and specifications
- British Standards
- International Standards
- codes of practice
- organisation standards
- dimensional control criteria.

2 People responsible:

- the client
- contractors
- consultants
- sub-contractors
- suppliers
- workforce.

3 Systems:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- check manufacturer's documentation
- check delivery notes
- sampling and mock-ups
- test monitor
- site inspection reports
- contractor's reports
- site meetings
- dimension checks.

4 Work:

- materials and components and their use
- methods of construction
- completed elements.

5 Decision makers:

- client
- consultants
- line managers.

6 Corrective action:

- instigate contingency action
- restore compliance
- agree waiver.

Learning outcomes 3 and 4

1 Legal and statutory requirements:

- building regulations
- environmental health
- health, safety and welfare
- environment (eg noise, dust, transport, emissions, waste management)
- fire
- utilities regulations
- highways
- heritage and ecology
- development licences and building permits
- bylaws
- energy use
- insurance
- security.

2 People responsible:

- the client
- contractors
- consultants
- sub-contractors
- suppliers
- workforce.

3 Monitor systems:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- check manufacturer's documentation
- check delivery notes
- sampling
- test monitor
- site inspection reports
- contractor's reports
- site meetings
- dimension checks.

4 Work:

- materials and components and their use
- methods of construction
- completed elements
- waste management.

5 Corrective action:

- instigate contingency action and restore compliance
- agree waiver.

6 Decision makers:

- client
- consultants
- line managers.

Learning outcomes 5 and 6

1 Improvements from feedback:

- working arrangements
- formal and informal communications
- quality control
- design, technical and operational appraisal
- benchmarking and post-project review.

2 Those involved with the project:

- the design team
- specialist consultants
- the client
- contractors
- site inspectorate
- users.

3 Feedback information:

- approved providers
- project documentation
- organisational documentation
- standard details and specifications
- product information
- government and statutory publications.

4 Methods and sources:

- project records and documentation
- site inspections
- meetings
- reports.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of identified quality standards and specified responsibilities (1.1, 1.2) [1.1, 1.2]
2. Record(s) of systems for inspection and control which include checks, work failing requirements and corrective action (1.3, 1.4, 1.5, 1.6) [1.1, 1.3, 1.4, 1.6]
3. Record(s) of information referred to decision makers about variations in quality standards, programme and safety implications, and agreed amendments to quality standards requirements (1.7, 1.8) [1.1, 1.5]

Process evidence:

1. Identify work that fails to meet the requirements (1.5) [1.1, 1.4, 1.6]

Learning outcome 3

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of monitor systems set up which include legal and statutory requirements identified and clarified from available information, identified work that fails to meet requirements and recommended corrective action (3.1, 3.3, 3.4, 3.5) [ALL]
2. Record(s) of specifying responsibilities with people responsible for maintaining legal and statutory requirements (3.2) [3.1, 3.2]
3. Record(s) of corrective action taken and of variations in legal and statutory requirements (3.6, 3.7, 3.8) [3.1, 3.5, 3.6]

Process evidence: not applicable

Learning outcome 5

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Records of promotion of, and agreement on, obtaining and making improvements from feedback throughout the project (5.1, 5.2) [5.1, 5.2, 5.3, 5.4]
2. Records of obtained feedback information which includes investigation, assessment, review and summary recommendations for improvements (5.3, 5.4, 5.5) [5.1, 5.3, 5.4]

Process evidence: not applicable

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to monitor project against agreed quality standards</p>	<p>1.1 identify and clarify quality standards from available information and assist with the interpretation and planning for implementation with people responsible before they start work</p> <p>1.2 specify, clearly and unambiguously with the people responsible the responsibilities they have for maintaining quality standards</p> <p>1.3 set up systems for inspecting and controlling the quality of work and record the outcomes</p> <p>1.4 check, regularly, that work conforms to the design requirements and the specified quality standards</p> <p>1.5 identify work which fails to meet the requirements and specified quality standards, investigate the circumstances thoroughly and implement corrective action processes</p> <p>1.6 monitor corrective action and notify decision makers if this is not done within a reasonable time</p> <p>1.7 inform decision makers regularly about significant variations in quality standards, programme and safety implications and recommend the actions they need to take</p> <p>1.8 agree amendments to the contract quality</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor project against agreed quality standards	2.1 describe how to identify and clarify quality standards from available information and assist with the interpretation and planning for implementation with people responsible before they start work 2.2 evaluate how to specify, clearly and unambiguously with the people responsible the responsibilities they have for maintaining quality standards 2.3 propose how to set up systems for inspecting and controlling the quality of work and record the outcomes 2.4 explain how to check regularly, that work conforms to the design requirements and the specified quality standards 2.5 describe how to identify work which fails to meet the requirements and specified quality standards, investigate the circumstances thoroughly and implement corrective action processes 2.6 examine how to monitor corrective action and notify decision makers if this is not done within a reasonable time 2.7 explain how to inform decision makers regularly about significant variations in quality standards, programme and safety implications and recommend the actions they need to take 2.8 evaluate how to agree amendments to the contract quality standards and record them accurately			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to monitor project compliance with legal and statutory requirements	3.1 identify and clarify legal and statutory requirements from available information, assist with interpretation and plan for implementation with people responsible before they start work 3.2 specify, clearly and unambiguously, the responsibilities with people responsible for maintaining legal and statutory requirements 3.3 set up monitoring systems for inspecting and controlling the quality of work and record the outcomes 3.4 check regularly, that work conforms to the design requirements and the specified legal and statutory requirements 3.5 identify work which fails to meet the project requirements and specified legal and statutory requirements, investigate the circumstances thoroughly and recommend that corrective action is taken 3.6 monitor the corrective action taken and notify decision makers if this is not done within a reasonable time 3.7 inform decision makers regularly about significant variations in legal and statutory requirements and recommend the actions they need to take 3.8 identify any new legal and statutory requirements which may have an impact on the project, summarise the important details and pass these on to decision makers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to monitor project compliance with legal and statutory requirements	4.1 describe how to identify and clarify legal and statutory requirements from available information, assist with interpretation and plan for implementation with people responsible before they start work 4.2 evaluate how to specify, clearly and unambiguously, the responsibilities with people responsible for maintaining legal and statutory requirements 4.3 propose how to set up monitoring systems for inspecting and controlling the quality of work and record the outcomes 4.4 explain how to check regularly, that work conforms to the design requirements and the specified legal and statutory requirements 4.5 describe how to identify work which fails to meet the project requirements and specified legal and statutory requirements, investigate the circumstances thoroughly and recommend that corrective action is taken 4.6 examine how to monitor the corrective action taken and notify decision makers if this is not done within a reasonable time			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 explain how to inform decision makers regularly about significant variations in legal and statutory requirements and recommend the actions they need to take</p> <p>4.8 describe how to identify any new legal and statutory requirements which may have an impact on the project, summarise the important details and pass these on to decision makers</p>			
<p>5 Be able to obtain and recommend project feedback information and make improvements</p>	<p>5.1 promote the value of making improvements from feedback throughout the project and encourage all those involved in the project to cooperate and obtain feedback information</p> <p>5.2 identify and agree the areas to focus on for making improvements from feedback</p> <p>5.3 obtain, investigate and assess feedback information from all relevant methods and source</p> <p>5.4 review the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors</p> <p>5.5 recommend improvements from feedback received and justify the recommendations to decision makers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to obtain and recommend project feedback information and make improvements	6.1 propose how to promote the value of making improvements from feedback throughout the project and encourage all those involved in the project to cooperate and obtain feedback information 6.2 describe how to identify and agree the areas to focus on for making improvements from feedback 6.3 explain how to obtain, investigate and assess feedback information from all relevant methods and sources 6.4 examine how to review the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors 6.5 propose how to recommend improvements from feedback received and justify the recommendations to decision makers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Manage project progress and handover in construction

Unit reference number: J/600/6802

Level: 6

Credit value: 13

Guided learning hours: 30

Unit summary

This unit requires the learner to demonstrate how to use programmes (client's or main contractor's), how to assess the overall progress of a project against the given programme, and how to report back to the people responsible via the site periodic report. This report can include evidence of visual inspections on site, from contractor's records or notes from within the site diary. The unit is about monitoring work and justifying the issuing of notices, including compliance notices.

The unit is also about recognition of what constitutes a handover package for the people taking over and working with the completed project.

You will need to confirm any stakeholder concerns at the time of handover and record and agree any required actions. You will record information produced during the design, construction and installation. You will also need to ensure that information is assembled and operational documentation, equipment and services are handed over in accordance with the contract.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1 Systems to monitor and record:

- visual inspection
- resource records
- site inspection reports
- contractor's reports
- quantities data
- written, graphical and electronic records of actual work against programmed work
- site meeting records
- management reports

- organisational procedures
- comparison with project requirements.

2 Programmes:

- bar charts
- Gantt chart
- network analysis
- critical path
- action lists
- method statements.

3 Resources:

- people
- plant and equipment
- materials and components
- finance
- time
- specialist services
- public utility services
- information.

4 Decision makers

- client
- consultants
- main contractors.

5 Deviations:

- resource shortages
- design problems and constraints
- industrial disputes
- lack of essential construction and client information
- construction errors
- inclement weather
- physical (site) constraints
- legal
- social
- environmental
- contract variations.

6 Corrective action:

- restore progress in accordance with agreed programme
- agree new completion dates
- secure additional resources
- alter planned work.

Learning outcomes 3 and 4

1 Documents – relating to:

- contract criteria
- costs
- quantity
- quality
- progress
- as built data.

2 People responsible:

- the client
- contractor
- consultants
- sub-contractors
- suppliers.

3 Certificates and notices:

- Non-conformance
- Dayworks
- Schedule of Defects
- Making Good Defects.

4 Decision makers

- client
- consultants
- line managers.

Learning outcomes 5 and 6

1 Project requirements:

- time
- quality
- cost
- health and safety
- regulations
- sustainability
- defects rectification period.

2 Stakeholders:

- clients
- users
- consultants
- contractors
- regulatory authorities.

3 Responsibilities:

- insurances
- security
- operations
- health and safety
- utility supply
- environmental sustainability.

4 Information:

- record drawings
- schedules
- specifications
- contract records
- photographs
- trade literature
- statutory consents
- commissioning and test certificates
- operating instructions and performance ratings
- guarantees
- warranties
- health and safety file.

5 Operational documentation, equipment and services:

- manuals and guidance materials
- plans
- health and safety file
- operating equipment
- security information and equipment
- guarantees and warranties
- commissioning and test certificates.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Progress monitoring and recording system(s) including record(s) which include collected and summarised progress information (1.1, 1.2) [1.1, 1.2]
2. Record(s) of identified and quantified deviation(s) which include identified inadequate and inappropriate specified resources and recommended corrective action (1.3, 1.4, 1.5) [1.2, 1.3, 1.4, 1.5, 1.6]

Process evidence: not applicable

Learning outcome 3

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of the monitor of documents for certification including inspections of work and also record(s) of variations (3.1, 3.2, 3.3) [3.1, 3.2, 3.3, 3.4]
2. Records of verifications of certificates and notices issued including support for decisions (3.3, 3.4) [3.2, 3.4]
3. Record(s) of checks and notifications of any non-compliance (3.5) [3.2, 3.3, 3.4]

Process evidence: not applicable

Learning outcome 5

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of commissioning programmes (5.1) [5.1, 5.2]
2. Record(s) of checks on project requirements, certification requirements, and completion of outstanding work and defects (5.2, 5.3, 5.4) [5.1, 5.2]
3. Record(s) of handover which include inspections, confirmed concerns and actions, adopted responsibilities, documentation, equipment and services (5.3, 5.5, 5.6, 5.7) [5.2, 5.3, 5.4, 5.5]

Process evidence: not applicable

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to manage project progress against agreed programmes	1.1 develop and implement systems to monitor and record the progress of the contract against the agreed programmes 1.2 collect progress information regularly and summarise it accurately for decision makers 1.3 identify inadequately and inappropriately specified resources and inform decision makers 1.4 identify and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme 1.5 identify and recommend corrective action and notify decision makers if it is not done in a reasonable time			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to manage project progress against agreed programmes	2.1 propose how to develop and implement systems to monitor and record the progress of the contract against the agreed programmes 2.2 explain how to collect progress information regularly and summarise it accurately for decision makers 2.3 describe how to identify inadequately and inappropriately specified resources and inform decision makers 2.4 describe how to identify and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme 2.5 describe how to identify and recommend corrective action and notify decision makers if it is not done in a reasonable time			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare and issue certification for project requirements	3.1 monitor all the relevant documents needed for certification, verify them against the project requirements and record any variations 3.2 inspect and verify work against the project requirements and record any variations 3.3 verify that appropriate certificates and notices are issued in accordance with the terms of the contract requirements and within the time agreed 3.4 justify and support certification decisions with valid evidence 3.5 check that the people responsible are complying with certificates and notices and the project requirements and notify decision makers in cases of non-compliance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to prepare and issue certification for project requirements	<p>4.1 examine how to monitor all the relevant documents needed for certification, verify them against the project requirements and record any variations</p> <p>4.2 examine how to inspect and verify work against the project requirements and record any variations</p> <p>4.3 examine how to verify that appropriate certificates and notices are issued in accordance with the terms of the contract requirements and within the time agreed</p> <p>4.4 evaluate how to justify and support certification decisions with valid evidence</p> <p>4.5 explain how to check that the people responsible are complying with certificates and notices and the project requirements and notify decision makers in cases of non-compliance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to confirm project handover	5.1 confirm project requirements, consult with stakeholders and confirm and agree a commissioning programme 5.2 check that project requirements have been met and record outstanding work and defects 5.3 ensure that commissioning inspections and tests that require certification are witnessed by stakeholders as required 5.4 identify and arrange for the satisfactory completion of any outstanding work 5.5 confirm any stakeholder concerns that arise that need to be addressed at project handover and record and agree any required actions 5.6 ensure that stakeholders' respective responsibilities are adopted 5.7 record the most recent information produced during design, construction and installation, which can be used for guidance about operation and maintenance 5.8 ensure that information is assembled and that operational documentation, equipment and services are handed over in accordance with the contract			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to confirm project handover	<p>6.1 explain how to confirm project requirements, consult with stakeholders and confirm and agree a commissioning programme</p> <p>6.2 explain how to check that project requirements have been met and record outstanding work and defects</p> <p>6.3 explain how to ensure that commissioning inspections and tests that require certification are witnessed by stakeholders as required</p> <p>6.4 describe how to identify and arrange for the satisfactory completion of any outstanding work</p> <p>6.5 explain how to confirm any stakeholder concerns that arise that need to be addressed at project handover and record and agree any required actions</p> <p>6.6 explain how to ensure that stakeholders' respective responsibilities are adopted</p> <p>6.7 explain how to record the most recent information produced during design, construction and installation, which can be used for guidance about operation and maintenance</p> <p>6.8 explain how to ensure that information is assembled and that operational documentation, equipment and services are handed over in accordance with the contract.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Verify and maintain systems for managing site health, safety and welfare in construction

Unit reference number: L/600/6803

Level: 4

Credit value: 11

Guided learning hours: 30

Unit summary

This unit covers the learner's key responsibilities for maintaining a healthy, safe and productive work environment, with minimised risks.

The unit is concerned with identifying hazards and risks and maintaining policies to reduce risks. It is also about taking steps to maintain a healthy, safe and productive work environment which meets legal and organisational requirements.

The unit is about encouraging a culture of health, safety and welfare on site. It is also about ensuring that personnel are aware of their responsibilities and have access to necessary equipment and resources for welfare and safe and healthy working.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1 Organisational and statutory requirements:

- construction specific health, safety and welfare regulations
- general health, safety and welfare legislation
- recognised industry codes of practice
- organisational procedures
- safety audit.

2 Specific project requirements:

- contract
- organisational policy
- site, construction and installation operations
- risk assessments
- demolition

- control of nuisance (eg noise, dust transport)
- language
- waste management.

3 Statutory notices:

- prescribed notices
- certificates
- certificates of insurance
- site safety signs.

4 Health, safety and welfare equipment and resources:

- protective clothing
- protective equipment
- first aid facilities
- welfare facilities
- storage and security of materials and equipment
- accident and incident reporting
- firefighting equipment
- provision of site induction and health, safety and welfare training.

Learning outcomes 3 and 4

1 Statutory notices:

- prescribed notices
- certificates
- certificate of insurance
- site safety signs.

2 Health, safety and welfare equipment and resources:

- protective clothing
- protective equipment
- first aid facilities and arrangements
- welfare facilities
- storage, security and disposal of materials and equipment
- accident and incident reporting
- firefighting equipment
- provision of health, safety and welfare training.

3 Inductions:

- health and safety responsibilities
- site, construction and installation operations
- health, safety and welfare equipment and resources
- risk control procedures
- first aid arrangements
- health and safety plans
- site specific procedures
- emergency and evacuation procedures.

4 Project and statutory requirements:

- construction specific health, safety and welfare regulations
- general health, safety and welfare legislation
- recognised industry codes of practice
- organisational procedures
- safety audit
- identify hazards
- reducing associated risk
- reporting accidents and incidents and preventing recurrence
- identify, record and report any special site condition
- situations which do not comply with regulations.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of site health, safety and welfare policies and systems (1.1) [1.1]
2. Record(s) of site health, safety and welfare arrangements which include allocated responsibilities, posting of statutory notices and hazard warnings, allocated equipment and resources and first aiders (ALL) [ALL]

Process evidence: not applicable.

Learning outcome 3

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of monitoring the health, safety and welfare of people on site which include encouraging the culture and recommending opportunities for improvement (3.1) [3.1]
2. Record(s) of implemented and maintained systems which include statutory notices and hazard warnings, equipment, resources and inductions (3.2, 3.3, 3.4) [ALL]

Process evidence:

1. Monitoring of the health, safety and welfare on site which includes encouraging the culture and recommending opportunities for improvement (3.1) [3.1]

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to verify systems for managing site health, safety and welfare	1.1 verify that adequate site health, safety and welfare policies and systems which meet organisational and statutory requirements are in place 1.2 verify health, safety and welfare responsibilities allocated to people which are consistent with current statutory requirements and the specific project requirements 1.3 verify that accurate statutory notices and hazard warnings are posted which are appropriate to construction operations and the project environment 1.4 verify that health, safety and welfare equipment and resources which meet the project, contractual and statutory requirements are available 1.5 verify that appropriate and sufficient qualified first aiders are available 1.6 notify those responsible where aspects of non-compliance are identified			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to verify systems for managing site health, safety and welfare	2.1 examine how to verify that adequate site health, safety and welfare policies and systems which meet organisational and statutory requirements are in place 2.2 explain how to verify health, safety and welfare responsibilities allocated to people which are consistent with current statutory requirements and the specific project requirements 2.3 examine how to verify that accurate statutory notices and hazard warnings are posted which are appropriate to construction operations and the project environment 2.4 examine how to verify that health, safety and welfare equipment and resources which meet the project, contractual and statutory requirements are available 2.5 examine how to verify that appropriate and sufficient qualified first aiders are available 2.6 explain how to notify those responsible where aspects of non-compliance are identified			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain systems for managing site health, safety and welfare	3.1 encourage a culture of health, safety and welfare on site and identify and recommend opportunities for improving the health and safety of the work environment 3.2 verify that accurate and appropriate statutory notices and hazard warnings are maintained 3.3 verify that health, safety and welfare equipment, resources and inductions are correctly used and maintained to meet the project and statutory requirements 3.4 verify that systems are in place which meet project and statutory requirements 3.5 notify those responsible where aspects of non-compliance are identified			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to maintain systems for managing site health, safety and welfare	4.1 explain how to encourage a culture of health, safety and welfare on site and identify and recommend opportunities for improving the health and safety of the work environment 4.2 explain how to verify that accurate and appropriate statutory notices and hazard warnings are maintained 4.3 examine how to verify that health, safety and welfare equipment, resources and inductions are correctly used and maintained to meet the project and statutory requirements 4.4 examine how to verify that systems are in place which meet project and statutory requirements 4.5 explain how to notify those responsible where aspects of non-compliance are identified			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Set up and manage technical information systems in construction

Unit reference number: D/600/6806

Level: 4

Credit value: 10

Guided learning hours: 20

Unit summary

This unit is about selecting and managing technical information storage systems. It is about defining procedures for selecting, classifying and recording information. It is also about defining and agreeing methods for control and access to the information.

The unit about collating, organising and referencing information so that it can be retrieved when needed. It is about maintaining the information systems and identifying, summarising and disseminating information which might be of use to others.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1 Requirements:

- scope and contents
- size
- users
- budget
- operation
- maintenance
- classification system
- legal controls (including Data Protection Act, patents, regulations, copyright law).

2 Technical information storage systems:

- paper based (eg manual files, technical library)
- photo reduced (eg microfiche)
- electronic (eg computer database, CD ROM, on-line).

3 Types of information:

- approved providers
- contract documentation
- standard drawings
- specifications
- technical books
- product information
- government and statutory publications
- research and advisory data
- reports
- samples
- project documentation
- organisational documentation (eg pro forma).

4 Use of the technical information storage system:

- technical reference
- current record
- archive record.

Learning outcomes 3 and 4

1 Information:

- approved providers
- contract documentation
- standard drawings
- specifications
- technical books
- product information
- government and statutory publications
- research and advisory data
- reports
- samples
- project documentation
- organisational documentation (eg pro forma).

2 Use (of information):

- technical reference
- current record
- archive record.

3 Technical information systems:

- paper based (eg manual files, technical library)
- photo reduced (eg microfiche)
- electronic (eg computer database, CD ROM, online).

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Technical information storage systems which include defined requirements, evaluations and selection (1.1, 1.2) [1.1, 1.2, 1.3, 1.4]
2. Records of procedures for obtaining, selecting, classifying and recording information (1.3, 1.4) [1.3]
3. Record(s) of methods for control and access for the best use of technical information storage systems which have been agreed (1.5) [1.4]

Process evidence: not applicable

Learning outcome 3

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of information which has been referenced and stored (3.1, 3.2) [3.1, 3.2]
2. Record(s) of advice and guidance offered (3.3) [3.1, 3.2]
3. Record(s) of procedures set up for maintaining technical information systems (3.4) [3.1, 3.3]
4. Record(s) of disseminated information (3.5) [3.1, 3.2]

Process evidence: not applicable

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to set up technical information storage systems	1.1 confirm the requirements for technical information storage systems 1.2 identify the types of technical information storage systems which are available, evaluate them against the defined requirements and select those which are suitable 1.3 define and apply valid procedures for obtaining, selecting, classifying and recording information 1.4 record information accurately and store it using the agreed procedures 1.5 define and agree methods for control and access which make the best use of the technical information storage system and maintain its confidentiality			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to set up technical information storage systems	2.1 explain how to confirm the requirements for technical information storage systems 2.2 describe how to identify the types of technical information storage systems which are available, evaluate them against the defined requirements and select those which are suitable 2.3 evaluate how to define and apply valid procedures for obtaining, selecting, classifying and recording information 2.4 explain how to record information accurately and store it using the agreed procedures 2.5 evaluate how to define and agree methods for control and access which make the best use of the technical information storage system and maintain its confidentiality			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to manage technical information storage systems	3.1 collate information and organise it into a suitable form for display and use 3.2 reference stored information so that it can be quickly identified and retrieved when needed 3.3 advise and offer guidance to people who are unable to find the information they need and suggest alternative sources 3.4 set up and operate appropriate and valid procedures for maintaining technical information system, by removing information which is not needed and archiving redundant information 3.5 identify, summarise and disseminate information which might be of use to others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to manage technical information storage systems	4.1 explain how to collate information and organise it into a suitable form for display and use 4.2 explain how to reference stored information so that it can be quickly identified and retrieved when needed 4.3 propose how to advise and offer guidance to people who are unable to find the information they need and suggest alternative sources 4.4 propose how to set up and operate appropriate and valid procedures for maintaining technical information systems, by removing information which is not needed and archiving redundant information 4.5 describe how to identify, summarise and disseminate information which might be of use to others			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Manage interaction with others in construction

Unit reference number: H/600/6807

Level: 4

Credit value: 9

Guided learning hours: 20

Unit summary

This unit is about organising and managing meetings and ensuring that objectives are met.

It also covers the learner's key responsibilities for establishing and developing working relationships and leading meetings.

The unit is about developing and maintaining good working relationships. This is achieved by communicating information and offering advice about work activities in an appropriate level of detail and manner. It is about clarifying and resolving any conflicts of opinion to maintain goodwill.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

Learning outcomes 3 and 4

1 Working relationships:

- formal
- informal.

2 People:

- clients and customers
- employers
- employees
- statutory and regulatory bodies
- users and community groups
- contractors
- consultants
- partners
- general public

- suppliers of products and services
- non-English speakers.

3 Promote goodwill and trust:

- demonstrating a duty of care
- ethical relationships
- professional independence
- honouring promises and undertakings
- honest relationships
- constructive relationships
- equal opportunities.

4 Informing, offering advice, presenting and clarifying:

- orally
- in writing
- using graphics
- electronically.

5 Work activities:

- progress
- results
- achievements
- potential problems
- risks
- opportunities.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence: not applicable

Process evidence: not applicable

Learning outcome 3

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Information and advice provided about work activities (3.1, 3.2, 3.3, 3.6) [ALL]
2. Proposal(s) presented, including clarification and alternatives offered (3.4, 3.5, 3.6) [3.1, 3.2, 3.3, 3.4]

Process evidence:

1. Information, advice and presentations (ALL) [ALL]
2. This unit must be assessed in a work environment and in accordance with the:
 - additional requirements for qualifications using the title NVQs
 - ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to lead meetings	<p>1.1 establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve these objectives</p> <p>1.2 prepare carefully how you will lead the meeting and identify who needs to participate</p> <p>1.3 invite participants, give them sufficient notice to enable them to attend and state the importance of the meeting, the role they will be expected to play, and the preparation they need to do</p> <p>1.4 circulate relevant information in advance and, if required, brief participants individually on the context and purpose of the meeting and their roles</p> <p>1.5 set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item</p> <p>1.6 state the purpose of the meeting at the start and check that all participants understand why they are present</p> <p>1.7 clarify specific objectives at the beginning of each agenda item</p> <p>1.8 encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 discourage unhelpful comments and digressions to refocus attention on the objectives of the meeting</p> <p>1.10 manage time flexibly, give more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda</p> <p>1.11 summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item</p> <p>1.12 take decisions within the meeting's authority, remit or terms of reference</p> <p>1.13 observe any formal procedures or standing orders that apply to the meeting</p> <p>1.14 check that decisions and action points are accurately recorded and promptly communicated to those who need to know</p> <p>1.15 evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to lead meetings	<p>2.1 explain how to establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve the objectives</p> <p>2.2 explain how to prepare carefully how to lead the meeting and identify who needs to participate</p> <p>2.3 explain how to invite participants, give them sufficient notice to enable them to attend, and state the importance of the meeting, the role they will be expected to play, and the preparation they need to do</p> <p>2.4 explain how to circulate relevant information in advance and, if required, brief participants individually on the context and purpose of the meeting and their roles</p> <p>2.5 explain how to set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item</p> <p>2.6 explain how to state the purpose of the meeting at the start and check that all participants understand why they are present</p> <p>2.7 explain how to clarify specific objectives at the beginning of each agenda item</p> <p>2.8 explain how to encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 explain how to discourage unhelpful comments and digressions to refocus attention on the objectives of the meeting</p> <p>2.10 evaluate how to manage time flexibly, give more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda</p> <p>2.11 explain how to summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item</p> <p>2.12 evaluate how to take decisions within the meeting's authority, remit or terms of reference</p> <p>2.13 explain how to observe any formal procedures or standing orders that apply to the meeting</p> <p>2.14 explain how to check that decisions and action points are accurately recorded and promptly communicated to those who need to know</p> <p>2.15 evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to develop and maintain relationships with people who are affected by your work	3.1 develop, maintain and encourage working relationships with people which promote goodwill and trust 3.2 inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency 3.3 offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments 3.4 present proposals for action clearly to people at an appropriate time and with the right level of detail for the circumstances, expenditure and risk involved 3.5 clarify with people objections to proposals and suggest alternative proposals 3.6 resolve conflicts and differences of opinion in ways which minimise offence and which maintain goodwill, trust and respect			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to develop and maintain relationships with people who are affected by your work	4.1 propose how to develop, maintain and encourage working relationships with people which promote goodwill and trust 4.2 explain how to inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency 4.3 propose how to offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments 4.4 explain how to present proposals for action clearly to people at an appropriate time and with the right level of detail for the circumstances, expenditure and risk involved 4.5 explain how to clarify with people objections to proposals and suggest alternative proposals 4.6 propose how to resolve conflicts and differences of opinion in ways which minimise offence and which maintain goodwill, trust and respect			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 6: Practise in a professional manner in construction

Unit reference number: H/600/6810

Level: 6

Credit value: 13

Guided learning hours: 30

Unit summary

This unit is about obtaining and evaluating information which is sufficiently detailed for the purpose and presenting it in an appropriate manner. Learners will be able to present clear, accurate and valid technical recommendations.

Following recognised good practice you will need to make ethical judgments and offer advice which balances the needs of the organisation, its clients and society.

You will need to make judgements and offer advice that balances the needs of the client, the resources available and the needs of the people in the community, identifying ethical standards (including health and safety) and any conflicts of interest.

You should identify where complex, indeterminate situations exist, assessing the validity and completeness of the available information, analysing the information and drawing valid and justifiable conclusions.

You should reflect on the conclusions and interpret them into detailed issues that enable known opportunities and solutions to be identified and utilised for establishing policy.

It also reflects the skills that learners will need to ensure that you keep on developing professionally through Continuous Professional Development.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1 Obtaining technical information:

- use proactive and open methods
- use discussion
- use questioning
- showing sensitivity to feedback.

2 Technical information:

- sharing experience
- giving instructions
- making decisions
- increasing understanding
- proposing a solution
- expert testimony to legally constituted bodies
- facilitation.

3 Presenting:

- orally
- in writing
- graphically
- electronically.

4 People receiving technical information:

- same and other related occupations
- clients and customers
- technical and non-technical team members
- craftspeople and operatives
- senior and junior colleagues
- members of the public
- government agencies
- non-English speakers.

5 Give technical information

- including critical points
- reasoning behind critical points
- use clear language
- deal with confrontation
- negotiation and dispute resolution.

6 Adapt and modify technical information use:

- drawings and diagrams
- analogy, metaphors and examples.

7 Technical recommendations include:

- realistic estimates of the implications of alternatives which have been considered
- clear descriptions of the information sources consulted
- the analysis techniques applied
- the criteria used for making evaluations and reaching justifiable conclusions.

Learning outcomes 3 and 4

1 Information – sources:

- project information
- own experience and practice
- manual and electronic information systems (eg libraries, technical journals, databases)
- other colleagues and specialists.

2 Tests:

- site investigation
- physical surveys
- materials and systems tests
- laboratory analysis
- examination of compliance with statutory, health and safety, environmental and other ruling constraints.

3 Analyse the different perceptions of situations:

- information and perceptions from previous cases
- similarities between previous cases and the current situation
- the outcomes required
- known and anticipated limitations
- known and anticipated opportunities.

4 Aids and techniques

- official guidance
- experts
- precedent
- SWOT analysis (strengths, weaknesses, opportunities and threats).

5 Criteria:

- the interests of the stakeholders
- legal
- conformity with recognised good practice
- based on up-to-date information
- cost-effectiveness

- resources
- safety
- return to operational state
- SWOT analysis (strengths, weaknesses, opportunities and threats).

Learning outcomes 5 and 6

1 Systems:

- indemnity insurance
- guarantees
- contract conditions
- bonds.

2 Recognised ethical standards:

- ethical codes of practice within the occupation or discipline
- statute law
- voluntary codes of practice
- duty of care
- conflicts of interest.

Learning outcomes 7 and 8

1 Aims and objectives:

- preparation for career development
- intellectual challenge
- need for updating
- need to provide evidence of vocational competence
- compliance with employer and professional requirements
- awareness of development needs.

2 Personal development:

- maintenance of competence
- development of competence
- commitment to vocational excellence.

3 Sources of support and guidance:

- national/industry bodies
- professional institutions
- education and training providers
- in house
- National Occupational Standards
- current publications (printed and online)
- benchmarks.

4 Standards of competence:

- job descriptions
- professional institution requirements
- industry national occupational standards.

5 Development plan includes:

- objectives
- priorities
- target dates
- development activities.

6 Development activities:

- formal courses
- research
- work experience
- personal study.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Technical information provided, including technical information obtained in significant detail which has been modified and adapted (1.1, 1.2, 1.3, 1.5) [1.1, 1.2, 1.3, 1.4, 1.6]
2. Record(s) of technical information (1.4) [1.2, 1.5]
3. Record(s) of technical recommendations (1.6) [1.7]

Process evidence:

1. Presenting technical information and recommendations (1.2, 1.3, 1.4, 1.6) [1.2, 1.3, 1.4, 1.5]

Learning outcome 3

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Assessment(s) and summary(ies) of situations and information obtained which include estimates of effects (3.1, 3.2) [3.1]
2. Analysis(es) of test results (3.3) [3.1, 3.2]
3. Records of analyses of situations which include different perceptions, interpretation of issues, applied aids and techniques (3.4, 3.5) [3.3, 3.4]
4. Record(s) of ethical decisions which have been proposed, recorded and justified which include criteria used (3.6) [3.5]

Process evidence: not applicable

Learning outcome 5

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Records of agreed working practices and systems which include conformance to legal requirements, ethical standards and recognised good practice (ALL) [5.1, 5.2]
2. Record(s) of balanced decisions, advice and personal decisions (5.1, 5.2) [5.2]

Process evidence: not applicable

Learning outcome 7

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of personal development aims and objectives which include sources of support and guidance and selected standards of competence and reviews and updating (7.1, 7.2, 7.3, 7.8) [7.1, 7.2, 7.3, 7.4]
2. Profile(s) of present competence identified against standards of competence (7.4) [7.4]
3. Personal development plan(s) which include identified development needs (7.4, 7.5) [7.5]
4. Record(s) of developed progress achievement and evidence of competence identified against standards of competence (7.6, 7.7) [7.4, 7.6]

Process evidence: not applicable

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to communicate technical information	1.1 obtain technical information which is sufficiently detailed for the technical issues for which it is to be used 1.2 provide technical information which is complete, summarised accurately and clearly relevant to technical issues 1.3 present technical information for different purposes using a style of communication which is appropriate to the ability, knowledge, understanding and disposition of the people receiving technical information 1.4 give technical information which is likely to be understood by the people who will follow it 1.5 adapt and modify technical information where people are having difficulties in understanding it 1.6 present technical recommendations which are clear, accurate and valid, and which represent the best advice possible given the information and resources available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to communicate technical information	2.1 explain how to obtain technical information which is sufficiently detailed for the technical issues for which it is to be used 2.2 propose how to provide technical information which is complete, summarised accurately and clearly relevant to technical issues 2.3 explain how to present technical information for different purposes using a style of communication which is appropriate to the ability, knowledge, understanding and disposition of the people receiving technical information 2.4 propose how to give technical information which is likely to be understood by the people who will follow it 2.5 explain how to adapt and modify technical information where people are having difficulties in understanding it 2.6 explain how to present technical recommendations which are clear, accurate and valid, and which represent the best advice possible given the information and resources available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to identify, analyse and resolve indeterminate situations	3.1 identify where indeterminate and non-standard situations exist, estimate their effects realistically and summarise the issues for the people who are affected and concerned 3.2 assess the accuracy and completeness of the information available, identify any significant gaps and obtain enough additional information 3.3 identify, request and analyse appropriate tests to collect information which cannot be obtained directly 3.4 analyse the different perceptions of situations and interpret them into detailed issues that enable known opportunities and solutions to be identified and the way forward resolved 3.5 apply aids and techniques which increase the reliability of the decisions and judgements 3.6 propose, record and justify, using clear criteria and reasoned arguments, ethical decisions which are likely to resolve the situation with the least disruption and risk			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to identify, analyse and resolve indeterminate situations	4.1 describe how to identify where indeterminate and non-standard situations exist, estimate their effects realistically and summarise the issues for the people who are affected and concerned 4.2 examine how to assess the accuracy and completeness of the information available, identify any significant gaps and obtain enough additional information 4.3 describe how to identify, request and analyse appropriate tests to collect information which cannot be obtained directly 4.4 examine how to analyse the different perceptions of situations and interpret them into detailed issues that enable known opportunities and solutions to be identified and the way forward resolved 4.5 explain how to apply aids and techniques which increase the reliability of the decisions and judgements 4.6 propose, record and justify, using clear criteria and reasoned arguments, ethical decisions which are likely to resolve the situation with the least disruption and risk			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to operate within standards	5.1 make decisions and offer advice which balance the needs of the client, the resources available and the needs of people in the community who are directly and indirectly affected 5.2 take clear and unequivocal personal responsibility for personal decisions 5.3 disclose information obtained from clients only to those who have a legitimate right to receive it 5.4 communicate with clients in a style and manner which maintains professional independence and maximises goodwill and trust 5.5 define and agree the work practices and the expectations of the people involved in contracts 5.6 operate within agreed working practices and systems which conform to legal requirements, ethical standards and recognised good practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to operate within standards	6.1 evaluate how to make decisions and offer advice which balance the needs of the client, the resources available and the needs of people in the community who are directly and indirectly affected 6.2 evaluate how to take clear and unequivocal personal responsibility for personal decisions 6.3 explain how to disclose information obtained from clients only to those who have a legitimate right to receive it 6.4 explain how to communicate with clients in a style and manner which maintains professional independence and maximises goodwill and trust 6.5 evaluate how to define and agree the work practices and the expectations of the people involved in contracts 6.6 explain how to operate within agreed working practices and systems which conform to legal requirements, ethical standards and recognised good practice			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Monitor test processes in construction

Unit reference number: M/600/6812

Level: 6

Credit value: 14

Guided learning hours: 30

Unit summary

This unit is about identifying and confirming test types and ensuring that they are consistent with contract and legal requirements. The learner will need to consult with experts as required, obtain authority to carry out testing and confirm that suitable quality assurance standards and safety requirements are in place.

The unit is about monitoring and recording tests to ensure that accuracy is maintained, equipment is calibrated and samples are statistically sound. It is also about ensuring that data is communicated to those who need it.

The unit is about collating the data from tests and checking it for accuracy and processing and analysing it against test requirements. It is about interpreting the data and communicating it to users.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1 Test:

- site investigation (eg soil)
- structure (eg load)
- materials (eg concrete)
- environment (eg noise)
- services (eg drain).

2 Environment:

- on site
- off site.

3 Authority:

- client
- site owner
- occupiers
- adjoining owners and occupiers
- notifiable authorities (eg building control)
- consultants
- contractors
- suppliers.

4 Safety requirements:

- personal safety equipment and clothing
- safe access as required under health and safety legislation
- industry codes of practice and regulations that apply to the test location and the tests being conducted
- as identified by risk assessments.

Learning outcomes 3 and 4

1 Test:

- site investigation (eg soil)
- structure (eg load)
- materials (eg concrete)
- environment (eg noise)
- services (eg drain).

2 Safe working practices:

- personal safety equipment and clothing
- safe use of access as required under health and safety legislation
- industry codes of practice and regulations that apply to the test site and the tests being conducted
- as identified by risk assessments.

3 Data:

- physical
- condition
- performance.

4 Check:

- against test requirements
- to identify errors
- to evaluate anomalies.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Records of identified and confirmed test types; authority obtained; quality assurance standards and safety requirement (1.1, 1.2, 1.3, 1.4) [ALL]
2. Records of consultations with expert (1.2) [1.1]

Process evidence: not applicable

Learning outcome 3

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) and report(s) of tests including: conduct; safe working practices, samples taken; time; problems (3.1, 3.2, 3.3, 3.4, 3.5) [3.1, 3.2, 3.3]
2. Record(s) of test monitor and recommended modifications (3.1) [3.1, 3.2, 3.3]
3. Collated test data including checks for accuracy. (3.8) [ALL]
4. Analyses of test data (3.9) [ALL]

Process evidence:

1. Records of checks that equipment is calibrated (3.4)

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to confirm test requirements	1.1 identify and confirm test types and ensure that they are consistent with the environment, contract and also legal requirements and recognise any concerns raised by the public 1.2 consult with experts when specialist information is needed which is relevant to the test 1.3 ask for and obtain authority to carry out the test from people who might be affected and from any legal authorities who have to be notified 1.4 confirm suitable quality assurance standards and safety requirements			
2 Understand how to confirm test requirements	2.1 describe how to identify and confirm test types and ensure that they are consistent with the environment, contract and also legal requirements and recognise any concerns raised by the public 2.2 explain how to consult with experts when specialist information is needed which is relevant to the test 2.3 explain how to ask for and obtain authority to carry out the test from people who might be affected and from any legal authorities who have to be notified 2.4 explain how to confirm suitable quality assurance standards and safety requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to monitor, analyse and report on tests	3.1 monitor tests and recommend modifications to maintain compliance with test requirements 3.2 ensure that physical tests are conducted in a way which balances accuracy and cost and keeps disruption to a minimum 3.3 conform to safe working practices during testing 3.4 ensure that only calibrated equipment is used to maintain accuracy 3.5 ensure that sample sizes are sufficient to test the required properties and maintain their integrity to meet recognised statistical principles 3.6 ensure that test data is recorded clearly and accurately and stored securely for later analysis 3.7 keep a clear and accurate record of the time spent on the test and of any problems that come up which may affect cost or accuracy 3.8 collate the data from tests and check it for accuracy and integrity 3.9 analyse the data against test requirements, summarise the results and report them to those who need to use them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to monitor, analyse and report on tests	4.1 examine how to monitor tests and recommend modifications to maintain compliance with test requirements 4.2 explain how to ensure that physical tests are conducted in a way which balances accuracy and cost and keeps disruption to a minimum 4.3 explain how to conform to safe working practices during testing 4.4 explain how to ensure that only calibrated equipment is used to maintain accuracy 4.5 explain how to ensure that sample sizes are sufficient to test the required properties and maintain their integrity to meet recognised statistical principles 4.6 explain how to ensure that test data is recorded clearly and accurately and stored securely for later analysis 4.7 explain how to keep a clear and accurate record of the time spent on the test and of any problems that come up which may affect cost or accuracy 4.8 explain how to collate the data from tests and check it for accuracy and integrity 4.9 examine how to analyse the data against test requirements, summarise the results and report them to those who need to use them			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Confirm and report on property condition in construction

Unit reference number: T/600/6813

QCF level: 6

Credit value: 16

Guided learning hours: 40

Unit summary

This unit is concerned with undertaking condition inspections, managing health and safety in relation to inspections, and presenting reports.

You must be able to confirm the scope of the work, organise what you need to carry out inspections, confirm levels and types of professional support required, obtain the necessary permissions, make necessary observations and physical measurements and record the results.

It is about collating the results of the survey and presenting them in a report. You must be able to demonstrate your analytical and report-writing skills, and your technical judgement (both quantitative and qualitative). The report will also include an analysis of actual and potential causes of failure and deterioration and their implications and consequences. You are also required to maintain records which conform to professional, organisational and statutory requirements.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1 Data – sources:

- the client
- land registry
- local search
- tenants
- existing surveys/inspections
- legal documents
- historical
- occupiers
- local authority records.

2 Health and safety risks:

- falls from height
- slips, trips and falls (same height)
- hit by falling or moving objects
- manual handling
- health issues
- power sources
- hazardous substances
- trapped by something collapsing or overturning
- confined spaces
- fire
- obstructions
- moving vehicles
- water
- security breaches
- sector or context specific.

3 Parts:

- structure
- fabric
- services
- building environment and functional factors
- energy efficiency (thermal insulation, heating, ventilation).

4 Characteristics:

- age
- type
- construction
- size
- heritage status.

Learning outcomes 3 and 4

1 Information – sources:

- the client
- land registry
- local search
- tenants
- occupiers
- survey data
- local authorities
- industry standards and legislation
- published technical data
- inspection observations and measurements
- advice from specialists.

2 Analytical methods and techniques:

- comparison
- quantitative
- qualitative
- risk assessment.

3 Level of condition:

- age, type, construction size and heritage status
- condition rating
- energy efficiency
- susceptibility to damage
- safety requirements
- need to inhibit deterioration
- meet minimum legal standards
- suspected concealed defects.

4 Relevant information:

- meets relevant codes of practice and standards
- recommended remedial work and estimated costs
- any qualifying factors
- specialist reports
- need for further investigation.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1**Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Evaluation(s) of available and additional data (1.1, 1.6) [1.1]
2. Record(s) of inspection(s) which include equipment, resources and levels of professional support and advice obtained, permissions, observations and measurements, agreed formats and conventions (1.1, 1.2, 1.3, 1.4, 1.5) [1.1, 1.2, 1.4]
3. Record(s) of investigation(s) of inconsistencies with expected findings (1.7) [1.1, 1.2]
4. Record(s) of parts of the property that do not conform to statutory requirements (1.9) [1.3]

Process evidence: not applicable**Learning outcome 3****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Report which includes collated information use appropriate methods and techniques, analysed evidence, identified causes of failure and deterioration, implications and consequences, specified level of condition, clarification and explanations (ALL) [ALL]
2. Internal record(s) (3.6) [3.1]

Process evidence: not applicable

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to confirm condition of property	1.1 identify the purpose of the inspection, evaluate available data and obtain the equipment, resources and specialist advice that will be needed 1.2 identify and confirm the levels and types of professional support which will be needed and brief advisers with clear and accurate summaries of the information available 1.3 check and confirm, before starting the inspection, that people who will be affected have given their permission 1.4 identify and manage personal health and safety risks relating to inspections 1.5 take accurate observations and measurements of parts and characteristics of the property which are necessary for the purpose of the inspection and record them clearly, accurately and completely using agreed formats and organisational conventions 1.6 identify gaps in information and obtain and evaluate additional data needed about the property and its use 1.7 investigate inconsistencies between observations and expected findings 1.8 examine actual and potential causes of failure and deterioration and assess condition			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.9 check that the property conforms to statutory requirements and identify and record parts that do not and circulate the findings to people who have an interest			
2 Understand how to confirm condition of property	<p>2.1 describe how to identify the purpose of the inspection, evaluate available data and obtain the equipment, resources and specialist advice that will be needed</p> <p>2.2 describe how to identify and confirm the levels and types of professional support which will be needed and brief advisers with clear and accurate summaries of the information available</p> <p>2.3 explain how to check and confirm, before starting the inspection, that people who will be affected have given their permission</p> <p>2.4 describe how to identify and manage personal health and safety risks relating to inspections</p> <p>2.5 explain how to take accurate observations and measurements of parts and characteristics of the property which are necessary for the purpose of the inspection and record them clearly, accurately and completely using agreed formats and organisational conventions</p> <p>2.6 describe how to identify gaps in information and obtain and evaluate additional data needed about the property and its use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.7 examine how to investigate inconsistencies between observations and expected findings</p> <p>2.8 examine actual and potential causes of failure and deterioration and assess condition</p> <p>2.9 explain how to check that the property conforms to statutory requirements and identify and record parts that do not and circulate the findings to people who have an interest</p>			
<p>3 Be able to prepare and present property condition reports</p>	<p>3.1 assemble and collate information on the condition of property</p> <p>3.2 analyse all relevant evidence and information using appropriate methods and techniques and make a realistic assessment of condition which meet the requirements of codes of practice and legislation</p> <p>3.3 analyse and identify causes of failure and deterioration and the implications and consequences</p> <p>3.4 prepare and submit a report which is accurate, complete, clearly specifies the level of condition, and contains all relevant information</p> <p>3.5 clarify and justify findings and explain clearly instances where and why accurate inspection and measurement has not been possible</p> <p>3.6 maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to prepare and present property condition reports	4.1 explain how to assemble and collate information on the condition of property 4.2 examine how to analyse all relevant evidence and information using appropriate methods and techniques and make a realistic assessment of condition which meet the requirements of codes of practice and legislation 4.3 examine how to analyse and identify causes of failure and deterioration and the implications and consequences 4.4 explain how to prepare and submit a report which is accurate, complete, clearly specifies the level of condition, and contains all relevant information 4.5 explain how to clarify and justify findings and explain clearly instances where and why accurate inspection and measurement has not been possible 4.6 explain how to maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Implement agreed policies and programmes for undertaking maintenance works in construction

Unit reference number: L/600/6817

Level: 6

Credit value: 17

Guided learning hours: 50

Unit summary

This unit is about the implementation of maintenance programmes. It is about planning and scheduling maintenance programmes and ensuring that they comply with statutory requirements. It is also about monitoring programmes and keeping appropriate records.

The unit is about supporting learners' ability to use current good practice in policies and procedures which are directly associated with undertaking repairs and maintenance works of an emergency, routine and programmed nature.

The unit is about maintaining systems to monitor performance in order to meet external agency requirements and customer satisfaction.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1 Repairs:

- reactive
- emergency
- urgent
- routine
- out of hours.

2 Systems:

- electronic
- orally
- in writing.

3 Statutory requirements:

- plan, conservation and building regulations
- health and safety.

4 Programming resources:

- inhouse
- outsource.

5 Policies:

- building owner
- lease and sub-letting policies
- plan, conservation and environmental strategies
- access and security.

Learning outcomes 3 and 4

1 Maintenance:

- preventative
- cyclical.

2 Factors:

- lease and sub-letting policies
- operational requirements
- plan, conservation and building regulations
- access and security
- cost benefit analysis.

Learning outcomes 5 and 6

1 Budget headings:

- earned income
- employment costs
- capital plant and equipment
- materials
- liabilities
- sub-contract costs
- consumables.

2 Financial plans:

- forecasts
- budgets
- cash flow.

3 Cash flow calculations:

- income receivable
- expenditure.

4 Contingencies:

- delays in receivables
- project and contract delays
- interruptions
- risk.

5 Variances:

- overspend
- underspend.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Programmes for repairs, including reporting systems and policies that meet statutory and lease requirements (ALL) [ALL]

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

Process evidence: not applicable

Learning outcome 3

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Schedules and plans of works, including organisational objectives, programmes of pre-planned maintenance works and identified factors (ALL) [ALL]

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

Process evidence: not applicable

Learning outcome 5

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of arrangements for budgetary control and allocations and methods for maintaining overall control of the budget and formats for presentation (5.1, 5.2) [5.1, 5.2]
2. Record(s) of budget allocation(s) issued and cash flow calculations and reporting requirements (5.3, 5.4) [5.1, 5.3, 5.4]
3. Record(s) showing the authorisation of expenditure and changes to budgets (5.5) [5.1]
4. Record(s) of method(s) agreed for reporting contingencies and variances (5.5) [5.4, 5.5]
5. Record(s) showing queries and discrepancies resolved (5.6)

Process evidence: not applicable

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to implement agreed policies and programmes for repairs	1.1 agree and confirm with the client and building user repairs reporting systems to deliver the agreed policies for undertaking repairs 1.2 implement the systems to react to requests to undertake repairs 1.3 implement systems to undertake repairs to minimise the long-term deterioration of the property 1.4 confirm and agree with the client and building user particular obligations to comply with statutory and lease requirements 1.5 procure and programme resources to undertake repairs of an emergency, urgent and routine nature			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to implement agreed policies and programmes for repairs	2.1 evaluate how to agree and confirm with the client and building user repairs reporting systems to deliver the agreed policies for undertaking repairs 2.2 explain how to implement the systems to react to requests to undertake repairs 2.3 explain how to implement systems to undertake repairs to minimise the long-term deterioration of the property 2.4 explain how to confirm and agree with the client and building user particular obligations to comply with statutory and lease requirements 2.5 explain how to procure and programming resources to undertake repairs of an emergency, urgent and routine nature			
3 Be able to implement agreed policies and programmes for pre-planned maintenance works	3.1 agree with the client and building user the organisational objectives for programmes of pre-planned maintenance works 3.2 identify factors that will affect the on-going maintenance of property 3.3 prioritise the maintenance activities by taking into account all factors 3.4 prepare and agree plans and schedules of works			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to implement agreed policies and programmes for pre-planned maintenance works	4.1 evaluate how to agree with the client and building user the organisational objectives for programmes of pre-planned maintenance works 4.2 describe how to identify factors that will affect the on-going maintenance of property 4.3 examine how to prioritise the maintenance activities by taking into account all factors 4.4 explain how to prepare and agree plans and schedules of works			
5 Be able to confirm organisational budgets for projects	5.1 confirm the arrangements for budgetary control and allocations under the budget headings of financial plans 5.2 confirm an appropriate method of maintaining overall control of the budget 5.3 confirm allocations under budget headings, cash flow calculations and report requirements to those with financial information 5.4 authorise expenditure and changes to budgets and issue the information to those responsible 5.5 identify and agree appropriate methods and timescales for reporting contingencies and variances 5.6 resolve queries and discrepancies over allocated budgets			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to confirm organisational budgets for projects	6.1 explain how to confirm the arrangements for budgetary control and allocations under the budget headings of financial plans 6.2 explain how to confirm an appropriate method of maintaining overall control of the budget 6.3 explain how to confirm allocations under budget heads, cash flow calculations and report requirements to those with financial information 6.4 evaluate how to authorise expenditure and changes to budgets and issue the information to those responsible 6.5 describe how to identify and agree appropriate methods and timescales for reporting contingencies and variances 6.6 propose how to resolve queries and discrepancies over allocated budgets			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Monitor and solve customer service problems in construction

Unit reference number: Y/600/6819

Level: 6

Credit value: 10

Guided learning hours: 20

Unit summary

This unit is about maintaining customer satisfaction by solving problems with service systems and procedures before they become aware of them. It is also about working with others in identifying appropriate steps to deal with repeated problems that will satisfy both customer and organisational needs.

The unit is about negotiating changes to customer service systems. It is about communicating any agreed changes to customers and monitoring the situation to avoid further problems.

Customers may be clients, contractors or end users according to circumstances.

Assessment requirements/evidence requirements

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to solve immediate customer service problems	1.1 respond positively to customers' problems according to organisational guidelines 1.2 solve customer problems when it is within your own area of authority 1.3 work with others to solve customers' problems 1.4 keep customers informed of the action being taken 1.5 check with customers that they are satisfied with the action taken 1.6 solve problems within service systems and procedures that might affect customers before they become aware of them 1.7 inform the appropriate authority and colleagues of the steps taken to solve specific problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to solve immediate customer service problems	2.1 explain how to respond positively to customers' problems according to organisational guidelines 2.2 propose how to solve customer problems when it is within your own area of authority 2.3 explain how to work with others to solve customers' problems 2.4 explain how to keep customers informed of the action being taken 2.5 explain how to check with customers that they are satisfied with the action taken 2.6 propose how to solve problems within service systems and procedures that might affect customers before they become aware of them 2.7 explain how to inform the appropriate authority and colleagues of the steps taken to solve specific problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to identify repeated customer service problems and options for solving them	3.1 identify repeated customer service problems 3.2 identify the options for dealing with repeated customer service problems and consider the advantages and disadvantages of each option 3.3 work with others to select the best option for solving a repeated customer service problem, balance customer expectations with the needs of own organisation			
4 Understand how to identify repeated customer service problems and options for solving them	4.1 describe how to identify repeated customer service problems 4.2 describe how to identify the options for dealing with repeated customer service problems and consider the advantages and disadvantages of each option 4.3 explain how to work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of own organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to take action to avoid the repetition of customer service problems	5.1 obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated 5.2 action agreed solution 5.3 keep customers informed, in a positive and clear manner, of steps being taken to solve any service problems 5.4 monitor the changes made and adjust them if appropriate			
6 Understand how to take action to avoid the repetition of customer service problems	6.1 explain how to obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated 6.2 explain how to action agreed solution 6.3 explain how to keep customers informed, in a positive and clear manner, of steps being taken to solve any service problems 6.4 examine how to monitor the changes made and adjust them if appropriate			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Evaluate and progress the resolution of potential disputes in construction

Unit reference number: R/600/6821

Level: 6

Credit value: 14

Guided learning hours: 40

Unit summary

This unit is about assessing and recommending the options for settling disputes. It is also about identifying, obtaining and evaluating information relevant to the dispute, including expert opinion, and recommending further action.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

1 Dispute – types:

- construction
- contracts
- variations
- third party claims.

2 Options and processes for settling the dispute:

- negotiation
- refer to higher levels of authority.

Learning outcomes 3 and 4

1 Information which is relevant to the dispute:

- contract documents
- correspondence
- instructions
- contract records
- technical reports
- other evidential material.

2 Dispute – type:

- construction
- contracts
- variations
- third party claims.

3 Experts:

- technical
- non-technical.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence:

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: appropriate

- types of contingencies
 - standards and quality specifications
 - relationship with people
 - type of interaction
 - communication methods and media
 - information and data.
1. Assessment(s) of the type and nature of the dispute, the strengths and weaknesses of the case, the expert support needed and the implications of proceeding (1.1, 1.2, 1.3, 1.4) [1.1, 1.2]
 2. Record(s) of the assessments of options for settling dispute(s) (1.5) [1.2]
 3. Recommendations and specifications for the process of settling the dispute (1.6, 1.7, 1.8) [1.1, 1.2]

Process evidence: not applicable

Learning outcome 3

Product evidence:

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: appropriate

- types of contingencies
 - standards and quality specifications
 - relationships with people
 - type of interaction
 - communication methods and media
 - information and data.
1. Summary(ies) of evaluation(s) of the information about the dispute which include clarifications and comparisons with similar cases (3.1, 3.2, 3.3, 3.4, 3.7) [3.1, 3.2]
 2. Record(s) of recommendation(s) and assessments of the arguments and the advice received from relevant experts (3.5, 3.6, 3.7) [ALL]

Process evidence: not applicable

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to evaluate implications for the resolution of potential disputes	1.1 summarise the type and nature of the dispute and its contractual implication 1.2 assess the strengths and weaknesses of the case and making a recommendation about the potential outcomes 1.3 identify what expertise and support will be needed at different stages of the dispute 1.4 assess the implications of proceeding with the case 1.5 identify potential options for settling the dispute which are based on relevant information and accurate assessments 1.6 recommend a process for settling the dispute which is likely to be most acceptable to all the people involved and which meets contractual requirements 1.7 specify clearly, the process for settling the dispute which has been agreed and prepare a written response 1.8 advise against proceeding where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to evaluate implications for the resolution of potential disputes	2.1 explain how to summarise the type and nature of the dispute and its contractual implication 2.2 examine how to assess the strengths and weaknesses of the case and make a recommendation about the potential outcomes 2.3 describe how to identify what expertise and support will be needed at different stages of the dispute 2.4 examine how to assess the implications of proceeding with the case 2.5 describe how to identify potential options for settling the dispute which are based on relevant information and accurate assessments 2.6 evaluate how to recommend a process for settling the dispute which is likely to be most acceptable to all the people involved and which meets contractual requirements 2.7 evaluate how to specify, clearly, the process for settling the dispute which has been agreed and prepare a written response 2.8 propose how to advise against proceeding where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to evaluate information relevant to a potential dispute	3.1 identify and collate information which is relevant to the dispute, within the time limits, identify potentially inaccurate information and clarify it with the people who produced it 3.2 obtain information about similar cases, identify key points and common features and produce an accurate summary 3.3 obtain enough additional information to make a valid evaluation in instances where the initial information is incomplete 3.4 evaluate all the information which is relevant to the dispute, identify in writing information which will support the case and summarise and justify it in a reasoned argument 3.5 consult with relevant experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required 3.6 assess the arguments and the advice received from relevant experts, produce justifiable conclusions and recommendations for further action and pass them to the people involved in the dispute 3.7 disclose information which is relevant to the dispute only to those who have a right to see it			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to evaluate information relevant to a potential dispute	4.1 describe how to identify and collate information which is relevant to the dispute, within the time limits, identify potentially inaccurate information and clarify it with the people who produced it 4.2 explain how to obtain information about similar cases, identify key points and common features and produce an accurate summary 4.3 explain how to obtain enough additional information to make a valid evaluation in instances where the initial information is incomplete 4.4 evaluate all the information which is relevant to the dispute, identify in writing information which will support the case and summarise and justify it in a reasoned argument 4.5 explain how to consult with relevant experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required 4.6 examine how to assess the arguments and the advice received from relevant experts, produce justifiable conclusions and recommendations for further action and pass them to the people involved in the dispute 4.7 explain how to disclose information which is relevant to the dispute only to those who have a right to see it			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to recruit, select and retain colleagues</p>	<p>1.1 talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving</p> <p>1.2 identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicate to others the relevant people for consideration</p> <p>1.3 review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience</p> <p>1.4 identify and review the options for addressing any identified shortfalls and decide on the best options to follow</p> <p>1.5 consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit</p> <p>1.6 consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved</p> <p>1.7 ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues</p> <p>1.9 participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective</p> <p>1.10 make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues</p> <p>1.11 judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvement</p>			
2 Understand how to recruit, select and keep colleagues	<p>2.1 explain how to talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving</p> <p>2.2 describe how to identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicate to others the relevant people for consideration</p> <p>2.3 examine how to review, on a regular basis, the work required in your area of responsibility, identify any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 describe how to identify and review the options for addressing any identified shortfalls and decide on the best options to follow</p> <p>2.5 explain how to consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit</p> <p>2.6 explain how to consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved</p> <p>2.7 explain how to ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants</p> <p>2.8 explain how to seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues</p> <p>2.9 explain how to participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective</p> <p>2.10 explain how to make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues</p> <p>2.11 evaluate how to judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvement</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to plan the workforce	<p>3.1 evaluate the organisation's strategic objectives and associated plans to obtain information needed for workforce plan purposes and identify any key issues for further consideration</p> <p>3.2 identify the type of skills, knowledge, understanding and experience required to undertake current and planned organisational activities</p> <p>3.3 review capacity and capability of the current workforce to meet identified skills, knowledge, understanding and experience requirements</p> <p>3.4 seek and make use of specialist expertise to assist in workforce plan activities, as necessary</p> <p>3.5 specify workforce requirements that are capable of achieving the organisation's objectives</p> <p>3.6 make sure that the organisation has a diverse workforce which provides a suitable mix of people to achieve its objectives</p> <p>3.7 develop plans that meet the organisation's long-, medium-, and short-term requirements, making best use of people from inside and from outside the organisation</p> <p>3.8 ensure a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation</p> <p>3.9 make sure that resources needed to recruit, keep and re-deploy people are available</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.10 make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain business continuity 3.11 communicate workforce plans to relevant people for information			
4 Understand how to plan the workforce	4.1 evaluate the organisation's strategic objectives and associated plans to obtain information needed for workforce plan purposes and identify any key issues for further consideration 4.2 describe how to identify the type of skills, knowledge, understanding and experience required to undertake current and planned organisational activities 4.3 examine how to review capacity and capability of the current workforce to meet identified skills, knowledge, understanding and experience requirements 4.4 explain how to seek and make use of specialist expertise to assist in workforce plan activities, as necessary 4.5 evaluate how to specify workforce requirements that are capable of achieving the organisation's objectives 4.6 explain how to make sure that the organisation has a diverse workforce which provides a suitable mix of people to achieve its objectives			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 propose how to develop plans that meet the organisation's long-, medium-, and short-term requirements, making best use of people from inside and from outside the organisation</p> <p>4.8 explain how to ensure a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation</p> <p>4.9 explain how to make sure that resources needed to recruit, keep and re-deploy people are available</p> <p>4.10 explain how to make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain business continuity</p> <p>4.11 explain how to communicate workforce plans to relevant people for information.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Manage and develop teams and individuals in construction

Unit reference number: H/600/6824

Level: 6

Credit value: 18

Guided learning hours: 50

Unit summary

This unit is about confirming the work required in your area, and ensuring that the work is allocated to the appropriate individuals. This involves monitoring and motivating the individuals, including the use of formal appraisal systems and reviewing and updating plans of work in your area.

You will need to identify learning opportunities for others and select appropriate resources. You will provide coaching, mentoring, advice, support and encouragement to the learners, and give them constructive feedback when reviewing their progress.

This involves knowledge of the working culture and practices of the industry and how you can work within these practices to understand people's needs and motivations including the recruitment and retention of employees.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2

Learning outcomes 3 and 4

1 Opportunities and resources:

- paid time
- personal time
- office
- site, group and mutual
- collaboration with others.

2 People:

- colleagues
- trainees and students
- potential entrants to the industry.

3 Learning techniques and methods:

- attending training and educational programmes
- coaching
- mentoring
- instructing
- agreeing work-based learning opportunities.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance evidence:

There must be workplace evidence against each assessment criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criterion.

Learning outcome 1

Product evidence: not applicable

Process evidence: not applicable

Learning outcome 3

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Information summarised for developing learning materials (3.3) [3.3]
2. Personal development plan(s) which include identified competence levels, needs, opportunities and resources for people to learn, reviewed progress and feedback (3.1, 3.2, 3.7, 3.8) [3.1, 3.2]
3. Record(s) of advice given (3.4) [3.2]
4. Record(s) of presented information which includes selected learning techniques and methods, questions, clarification and advice (3.5, 3.6, 3.7) [3.2, 3.3]

Process evidence:

1. Presentation(s) made (3.5, 3.6) [3.2]

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the title and SVQs'.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to allocate and monitor the progress and quality of work in your area of responsibility</p>	<p>1.1 confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues</p> <p>1.2 plan how the work will be undertaken, seek views from people in your area of responsibility, identify any priorities or critical activities and make best use of the available resources</p> <p>1.3 ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development</p> <p>1.4 ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance</p> <p>1.5 encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work</p> <p>1.6 monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 support individuals and/or teams in identifying and dealing with problems and unforeseen events</p> <p>1.8 motivate individuals and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion</p> <p>1.9 monitor your area for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively</p> <p>1.10 identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams</p> <p>1.11 recognise successful completion of significant pieces of work or work activities by individuals and/or teams</p> <p>1.12 use information collected on the performance of individuals and/or teams in any formal appraisals of performance</p> <p>1.13 review and update plans of work for your area, clearly communicating any changes to those affected</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to allocate and monitor the progress and quality of work in your area of responsibility	2.1 explain how to confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues 2.2 explain how to plan the work to be undertaken, seek views from people in your area of responsibility, identify any priorities or critical activities and make best use of the available resources 2.3 explain how to ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development 2.4 explain how to ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance 2.5 explain how to encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work 2.6 examine how to monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.7 explain how to support individuals and/or teams in identifying and dealing with problems and unforeseen events</p> <p>2.8 explain how to motivate individuals and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion</p> <p>2.9 examine how to monitor your area for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively</p> <p>2.10 describe how to identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams</p> <p>2.11 explain how to recognise successful completion of significant pieces of work or work activities by individuals and/or teams</p> <p>2.12 explain how to use information collected on the performance of individuals and/or teams in any formal appraisals of performance</p> <p>2.13 examine how to review and update plans of work for your area, clearly communicating any changes to those affected</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to encourage people to learn and benefit from your experience	3.1 identify, through discussion with people, areas where they need help to achieve their agreed competence levels, and use the information to produce an agreed personal development plan 3.2 identify and offer adequate and appropriate opportunities and resources for people to learn 3.3 select and summarise relevant and up-to-date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials 3.4 advise people so that they can identify their current level of competence, their learning needs and targets 3.5 identify and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual 3.6 present information to people using a pace, style and form which is appropriate to their needs 3.7 encourage people to ask questions, seek clarification and advice when they need help and during learning activities 3.8 review people's progress towards agreed objectives and give realistic and positive feedback on achievements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to encourage people to learn and benefit from your experience	4.1 describe how to identify, through discussion with people, areas where they need help to achieve their agreed competence levels and use the information to produce an agreed personal development plan 4.2 describe how to identify and offer adequate and appropriate opportunities and resources for people to learn 4.3 evaluate how to select and summarise relevant and up-to-date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials 4.4 propose how to advise people so that they can identify their current level of competence, their learning needs and targets 4.5 describe how to identify and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual 4.6 explain how to present information to people using a pace, style and form which is appropriate to their needs 4.7 explain how to encourage people to ask questions, seek clarification and advice when they need help and during learning activities 4.8 examine how to review people's progress towards agreed objectives and give realistic and positive feedback on achievements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

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

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

How to obtain National Occupational Standards

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

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

Professional development and training

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

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

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

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

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

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

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

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

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

Annexe B: Centre certification and registration

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

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

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

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

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

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

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

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

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Purpose of document

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ.
2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
3. The aims of these additional requirements are to:
 - ensure that all competence-based qualifications that use the title NVQ are:
 - assessed consistently
 - quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ
 - establish the NVQ brand
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ to a minimum.

Background

4. ¹ "At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence".
5. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
6. Qualifications that use the title NVQ must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ, if it uses the same rules of combination as a qualification that does use the title NVQ.
7. The Qualification Framework offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ, are not a preferred method for assessing occupational competence and all accredited qualifications have equal status.
8. When developing a qualification, including qualifications that use the title NVQ, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
9. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

¹ NCVQ's NVQ Criteria and Guidance 1995.

Additional requirements for qualifications that use the title NVQ

Introduction

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

Assessment requirements

11. When a qualification uses the title NVQ, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
12. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ. The assessment criteria for each unit will be part of the units that make up the qualification.
13. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
14. When a learner cannot complete a real work activity, simulation is allowed.
15. Simulation is allowed when:
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
 - the safety of a learner, other individuals and/or resources will be put at risk.
16. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
17. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

18. Learners must be assessed by assessors:
 - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
 - ²who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
 - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
19. All assessors must carry out assessment to the standards specified in the A units.
20. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
21. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

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

Quality assurance requirements

22. When a qualification uses the title NVQ, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
23. Qualifications that use the title NVQ, must be verified:
 - internally by an internal verifier, who is accountable to the assessment centre
 - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
24. With reference to internal verification, internal verifiers must:
 - ³hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems and requirements for this qualification.
25. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
26. With reference to external verification, external verifiers must:
 - ⁴hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
 - have no connections with the assessment centre, in order to maintain objectivity
 - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
 - be fully conversant with the standards and performance criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems for this qualification.
27. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

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

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

28. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:
- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
 - an evaluation of the centre's performance and past record.
29. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Annexe D: Assessment Strategy

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

October 2017

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Registered Office: 80 Strand, London WC2R 0RL.
VAT Reg No GB 278 537121**