

# Pearson Edexcel Level 3 NVQ Diploma in Site Inspection

## Specification

Competence-based qualification

For first registration August 2010

Issue 2

In partnership with



## **Edexcel, BTEC and LCCI qualifications**

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This qualification is offered as part of a Joint Awarding Body Partnership with construction industry professional bodies; the Chartered Institute of Building (CIOB), and the Institution of Civil Engineers (ICE), for whom the NVQs are steps to professional recognition.

[www.ciob.org.uk](http://www.ciob.org.uk)

[www.ice.org.uk](http://www.ice.org.uk)



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## Summary of Pearson Edexcel Level 3 NVQ Diploma in 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	11
QCF references removed from unit titles and unit levels in all units	14-108

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](http://qualifications.pearson.com/en/support/contact-us.html).



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# Introducing Pearson Edexcel NVQ qualifications

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## What are NVQ qualifications?

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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

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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

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This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Diploma in Site Inspection:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 3 NVQ Diploma in Site Inspection	500/9521/3	01/08/2010

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

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

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

# Key features of the Pearson Edexcel Level 3 NVQ Diploma in Site Inspection

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This qualification:

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

**The Pearson Edexcel Level 3 NVQ Diploma in Site Inspection has been approved as a component for the ConstructionSkills Apprenticeship framework.**

## What is the purpose of this qualification?

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

## Who is this qualification for?

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

Pearson's policy is that the qualifications should:

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

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

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

## 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 site inspection at a level required by the construction and the built environment industry. Learners can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

# What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Site Inspection?

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

The Total Qualification Time (TQT) for this qualification is 1000.

The Guided Learning Hours for this qualification are 310.

Learners must complete all mandatory units in Group A to obtain 78 credits and choose optional units from groups B1 and B2 to obtain a minimum of 22 credits, taking at least one unit from Group B1. The minimum total number of credits required for this qualification is 100.

## **A - Mandatory units**

Credit value required: minimum 78.

- K/600/6775 - Monitor projects in construction
- M/600/6776 - Monitor health and safety systems and responsibilities in construction
- T/600/6777 - Monitor handover and obtain project feedback in construction
- A/600/6778 - Prepare and organise technical information in construction

## **B - Optional units**

Choose optional units from groups B1 and B2 to obtain a minimum of 22 credits, taking at least one unit from Group B1.

Credit value required: minimum 22.

### **B1 - Optional units (Group 1)**

Credit value required: minimum 10.

- F/600/6779 - Monitor dimensional accuracy in construction
- T/600/6780 - Monitor and record tests in construction
- R/600/6785 - Monitor the commissioning of engineering installations in construction

### **B2 - Optional units (Group 2)**

- D/600/6787 - Plan and monitor maintenance programmes in construction
- D/600/6790 - Operate in a professional manner in construction
- K/600/6792 - Work with others in construction
- A/600/6795 - Resolve customer service problems in construction
- J/600/6797 - Inspect property and plan and monitor maintenance in construction

# How is this qualification graded and assessed?

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

To pass a unit the learner must:

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

This qualification is designed to be assessed:

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

## Assessments Requirements/Strategy

The Assessments Requirements/Strategy for this qualification has been included in *Annexe C*. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The Assessment Strategy includes details on:

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

Evidence of competence may come from:

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

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	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
- 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](http://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*.

# Centre recognition and approval

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## 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

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

## What resources are required?

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

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learners certificate
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					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.
<b>Guided learning hours:</b>					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.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			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 projects in construction**

**Unit reference number:** K/600/6775

**Level:** 4

**Credit value:** 35

**Guided learning hours:** 130

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### **Unit summary**

This unit requires the learner to 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 also need to implement the recording of failures and non-compliance items and to report these back to persons responsible. The learner will also need to check and certify compliance with project requirements.

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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

#### **Learning outcomes 1 and 2:**

##### **1 Quality standards:**

- statutory requirements
- project specifications
- British Standards
- International Standards
- Codes of Practice
- organisation standards
- trade advisory guidance and best practice.

## **2 People responsible:**

the client  
contractors  
consultants  
sub-contractors  
suppliers  
workforce.

## **3 Systems:**

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

## **4 Work:**

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

## **Learning outcomes 3 and 4:**

### **1 Systems to monitor and record:**

visual inspection  
resource records  
site inspection reports  
contractors' reports  
written, graphical and electronic records of actual work against programmed work  
site meeting records  
comparison with project requirements.

## **2 Programmes:**

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

## **3 Deviations:**

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

## **4 Resources:**

people  
plant and equipment  
materials and components  
cost implication  
time  
specialist services  
public utility services  
information.

## **Learning outcomes 5 and 6:**

### **1 Documents - relating to:**

contract criteria  
costs  
quantity  
quality  
progress  
as built data.

## **2 People responsible:**

the client  
contractor  
consultants  
sub-contractors  
suppliers  
internal management.

## **3 Certificates and notices:**

Non-conformance  
Dayworks  
Schedule of Defects  
Making Good Defects.

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 criteria. 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 items 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]
- 3 Record(s) of information referred to others which include(s) advice on non-compliances with quality standards, notifications to decision makers about non-compliance, variations in quality standards, programme and safety implications, specifications which conflict with statutory and legal requirements, practical alternatives, amendments to contract quality requirements and specifications (1.6, 1.7, 1.8, 1.9) [1.1]

#### **Process evidence:**

- 1 identify work that fails to meet the requirements (1.5) [1.1]

### **Learning outcome 3:**

#### **Product evidence:**

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

- 1 Progress monitor and record system(s) including record(s) which include collected and summarised information (3.1, 3.2) [3.1, 3.2]
- 2 Record(s) of summarised progress information, including identified, investigated and quantified deviations (3.2, 3.3) [3.2, 3.3, 3.4]
- 3 Record(s) of information and recommendations about progress passed to line manager which include options likely to minimise increases in cost and time, changes and resource needs (3.2, 3.3, 3.4, 3.5) [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 the preparation of documents for certification which include checks, variations and inspections of work (5.1, 5.2, 5.3) [5.1, 5.2, 5.3]
- 2 Certificates and notices issued and cases of non-compliance (5.4) [5.2]

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**

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 inspect project against agreed quality standards	1.1 identify from project information the specified quality standards and ensure that they are adhered to by the people responsible for their implementation 1.2 specify, clearly and unambiguously, the responsibilities which individuals have for maintaining quality standards 1.3 implement systems for inspecting and controlling the quality of work and record and report the outcomes 1.4 check, regularly, that work conforms to the design requirements and the specified quality standards 1.5 identify work which fails to meet the requirements and specified quality standards and advise on non-compliance 1.6 ask for non-compliances with quality standards to be corrected and notify decision makers if this is not done within a reasonable time			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 inform decision makers regularly about significant variations in quality standards, programme and safety implications, and suggest practical alternatives and actions they need to take</p> <p>1.8 identify specifications which conflict with statutory and legal requirements and refer them to decision makers for modification</p> <p>1.9 recommend amendments to the project quality requirements and specifications and record them accurately</p>			
<p>2 Understand how to inspect project against agreed quality standards</p>	<p>2.1 describe how to identify from project information the specified quality standards and ensure that they are adhered to by the people responsible for their implementation</p> <p>2.2 evaluate how to specify, clearly and unambiguously, the responsibilities which individuals have for maintaining quality standards</p> <p>2.3 explain how to implement systems for inspecting and controlling the quality of work and record and report the outcomes</p> <p>2.4 explain how to check, regularly, that work conforms to the design requirements and the specified quality standards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 describe how to identify work which fails to meet the requirements and specified quality standards and advise on non-compliance</p> <p>2.6 explain how to ask for non-compliances with quality standards to be corrected and notify decision makers if this is not done within a reasonable time</p> <p>2.7 explain how to inform decision makers regularly about significant variations in quality standards, programme and safety implications, and suggest practical alternatives and actions they need to take</p> <p>2.8 describe how to identify specifications which conflict with statutory and legal requirements and refer them to decision makers for modification</p> <p>2.9 propose how to recommend amendments to the project quality requirements and specifications and record them accurately</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to monitor project progress against agreed programmes	3.1 implement systems to monitor and record the progress of the project against the agreed programmes 3.2 collect progress information regularly and summarise it accurately for line manager 3.3 identify, investigate and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme and inform line manager 3.4 recommend options which are most likely to minimise increases in cost and time and help the contract progress, and pass these on to line manager 3.5 regularly inform relevant people about progress, changes to the operational programme, resource needs, and suggest the decisions and actions that need to be taken			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
4 Understand how to monitor project progress against agreed programmes	4.1 explain how to implement systems to monitor and record the progress of the project against the agreed programmes 4.2 explain how to collect progress information regularly and summarise it accurately for line manager 4.3 describe how to identify, investigate and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme and inform line manager 4.4 propose how to recommend options which are most likely to minimise increases in cost and time and help the contract progress, and pass these on to line manager 4.5 explain how to regularly inform relevant people about progress, changes to the operational programme, resource needs, and suggest the decisions and actions that need to be taken			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to prepare certification for project requirements	5.1 collate all the relevant documents needed for certification, check them against the project requirements, record any variations and review the documents for a certification decision to be made  5.2 inspect and check work against the project requirements, record any variations and review for a certification decision to be made  5.3 justify and support certification decisions with valid evidence  5.4 check that the people responsible are complying with certificates and notices and the project requirements and notifying decision makers in cases of non-compliance			
6 Understand how to prepare certification for project requirements	6.1 explain how to collate all the relevant documents needed for certification, check them against the project requirements, record any variations and review the documents for a certification decision to be made  6.2 examine how to inspect and check work against the project requirements, record any variations and review for a certification decision to be made  6.3 evaluate how to justify and support certification decisions with valid evidence  6.4 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			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 2: Monitor health and safety systems and responsibilities in construction**

**Unit reference number:** M/600/6776

**Level:** 3

**Credit value:** 12

**Guided learning hours:** 40

### **Unit summary**

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

It is about taking steps to maintain a healthy, safe and productive work environment which meets legal and organisational requirements. Learners at this level will have this responsibility because they often work on site alone or in pairs.

It is concerned with identifying hazards and risks and implementing policies to reduce risks.

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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

#### **Learning outcome 1 and 2:**

##### **1 Hazards:**

- falls from height
- slips, trips and falls (same level)
- hit by falling or moving objects
- manual handling
- health issues
- power sources
- hazardous substances

trapped by something collapsing or overturning  
confined spaces  
fire  
lack of/breaches of security  
water  
moving vehicles  
sector or context specific.

**2 Factors:**

injure people  
cause ill health  
damage property  
adversely affect the man-made and built environment  
cost.

**3 Risks:**

high  
medium  
low.

**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  
fire fighting 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  
identify hazards  
reducing associated risk  
reporting accidents and incidents and preventing recurrence  
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 criteria. 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 that is considered to be common and key/critical to demonstrating competence.

- 1 Information on significant residual risks which includes identified hazards arising from construction products and processes, (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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of encouraging a culture of health, safety and welfare of people on site which include 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) [3.1, 3.2, 3.3, 3.4]

#### **Process evidence:**

- 1 monitor of health, safety and welfare of people on site which include encouraging the culture and recommending opportunities for improvement (3.1)
- 2 Notifying those responsible where aspects of non compliance are identified (3.5)

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**

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 health and safety responsibilities</p>	<p>1.1 identify which workplace instructions are relevant to your job</p> <p>1.2 identify those working practices in your job which could harm you or others</p> <p>1.3 name and locate correctly the people responsible for health and safety in your workplace</p> <p>1.4 identify the hazards arising from construction products and processes that need to be assessed</p> <p>1.5 obtain accurate information on any factors relating to the hazards</p> <p>1.6 identify the significance of the hazards</p> <p>1.7 report to the people responsible for health and safety in your workplace those hazards which present the highest risks</p> <p>1.8 report differences between workplace instructions and suppliers' or manufacturers' instructions</p> <p>1.9 make sure that your personal presentation and behaviour at work protects the health and safety of yourself and others, meets any legal responsibilities, and is in accordance with workplace instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor health and safety responsibilities	2.1 describe how to identify which workplace instructions are relevant to your job 2.2 describe how to identify those working practices in your job which could harm you or others 2.3 explain how to name and locate correctly the people responsible for health and safety in your workplace 2.4 describe how to identify the hazards arising from construction products and processes that need to be assessed 2.5 explain how to obtain accurate information on any factors relating to the hazards 2.6 describe how to identify the significance of the hazards 2.7 explain how to report to the people responsible for health and safety in your workplace those hazards which present the highest risks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to monitor systems for manage 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 confirm that accurate and appropriate statutory notices and hazard warnings are maintained  3.3 confirm that health, safety and welfare equipment, resources and inductions are correctly used, applied and maintained to meet the project and statutory requirements  3.4 confirm 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 monitor systems for manage 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 confirm that accurate and appropriate statutory notices and hazard warnings are maintained  4.3 explain how to confirm that health, safety and welfare equipment, resources and inductions are correctly used, applied and maintained to meet the project and statutory requirements  4.4 explain how to confirm 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			

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*(if sampled)*

## **Unit 3: Monitor handover and obtain project feedback in construction**

**Unit reference number:** T/600/6777

**Level:** 3

**Credit value:** 15

**Guided learning hours:** 40

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### **Unit summary**

This unit is about checking that project requirements have been met. This involves monitoring final inspections and tests for certification purposes. It is also about confirming any stakeholder concerns that need to be addressed and recording actions that need to be taken at the project handover stage.

You will also need to ensure that operational documentation, equipment and services are handed over in accordance with the contract.

It is about assessing project feedback and identifying improvements and reviewing these against the original project objectives.

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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

#### **Learning outcome 1 and 2:**

##### **1 Project requirements:**

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

## **2 Stakeholders:**

clients  
users  
consultants  
contractors  
regulatory authorities.

## **3 Information and guidance:**

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.

## **4 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.

### **Learning outcome 3 and 4:**

#### **1 Improvements from feedback:**

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



## **2 Feedback information:**

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

## **3 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 criteria. 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 Commissioning programmes (1.1) [1.1, 1.2]
- 2 Record(s) of checks on project requirements, certification requirements, and completion of outstanding work and defects (1.2, 1.3, 1.4) [1.1, 1.2]
- 3 Record(s) of handover which include inspections, confirmed concerns and actions, documentation, equipment and services (1.5, 1.6, 1.7) [1.2, 1.3, 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 Making improvements from feedback throughout the project (3.1) [3.1, 3.2, 3.3]
- 2 Records of obtained feedback information which includes investigation, assessment, review and summary of identified improvements (3.2, 3.3, 3.4) [3.1, 3.2, 3.3]

**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**

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 monitor project handover	1.1 confirm project requirements, consult with stakeholders and confirm and monitor a commissioning programme 1.2 check that project requirements have been met and record outstanding work and defects 1.3 monitor commissioning inspections and tests that require certification and ensure that they are witnessed by stakeholders as required 1.4 identify and arrange for the satisfactory completion of any outstanding work 1.5 confirm any stakeholder concerns that arise that need to be addressed at project handover and record any required actions 1.6 record the most recent information produced during design, construction and installation, which can be used for guidance about operation and maintenance 1.7 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
2 Understand how to monitor project handover	2.1 explain how to confirm project requirements, consult with stakeholders and confirm and monitor a commissioning programme 2.2 explain how to check that project requirements have been met and record outstanding work and defects 2.3 examine how to monitor commissioning inspections and tests that require certification and ensure that they are witnessed by stakeholders as required 2.4 describe how to identify and arrange for the satisfactory completion of any outstanding work 2.5 explain how to confirm any stakeholder concerns that arise that need to be addressed at project handover and record any required actions 2.6 explain how to record the most recent information produced during design, construction and installation, which can be used for guidance about operation and maintenance 2.7 explain how to 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
3	Be able to obtain and communicate project feedback	3.1 identify and confirm the areas to focus on for making improvements from feedback 3.2 obtain, investigate and assess feedback information from all relevant methods and sources 3.3 identify and record improvements from feedback received as the work proceeds 3.4 review and communicate the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors			
4	Understand how to obtain and communicate project feedback	4.1 describe how to identify and confirm the areas to focus on for making improvements from feedback 4.2 explain how to obtain, investigate and assess feedback information from all relevant methods and sources 4.3 describe how to identify and record improvements from feedback received as the work proceeds 4.4 examine how to review and communicate the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors			

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*(if sampled)*

## **Unit 4: Prepare and organise technical information in construction**

**Unit reference number:** A/600/6778

**Level:** 3

**Credit value:** 16

**Guided learning hours:** 30

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### **Unit summary**

This unit is about preparing and providing information to decision makers within agreed deadlines. This involves operating and maintaining a technical information storage system. You will need to provide technical information in an appropriate style and format for users. It is about giving technical instructions and guidance and providing clarification as required.

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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

#### **Learning outcomes 1 and 2:**

##### **1 Purpose:**

site inspection reports

written, graphical and electronic records of actual work against programmed work.

##### **2 Information:**

for self

developed on behalf of others

self-generated

produced according to instructions from others.

#### **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, on-line).

**Learning outcomes 5 and 6:**

**1 Obtaining technical formation:**

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

**2 Technical information:**

sharing experience  
give instructions  
making decisions  
increasing understanding  
implement a solution  
testimony to legally constituted bodies  
facilitation.

**3 Presenting:**

orally  
in writing  
graphically  
electronically.

#### **4 People receiving information and advice:**

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 instructions and guidance:**

including critical points  
reasoning behind critical points  
use clear language.

#### **6 Adapt and clarify technical information use:**

drawings and diagrams  
analogy, metaphors and examples.

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 criteria. 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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Information (ALL) [ALL]
- 2 Record(s) of checks made (1.6, 1.7) [1.2]

##### **Process evidence: not applicable**

#### **Learning outcome 3:**

##### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items 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 procedures set up for maintaining technical information systems (3.3) [3.3]
- 3 Record(s) of disseminated information (3.4) [3.1, 3.2]

**Process evidence: not applicable**

**Learning outcome 5:**

**Product evidence:**

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

- 1 Technical information and advice provided, including technical information obtained in significant detail which has been clarified and adapted (5.1, 5.2, 5.3, 5.5) [5.1, 5.2, 5.3, 5.4, 5.6]
- 2 Records of technical instructions and guidance (5.4) [5.5]

**Process evidence:**

- 1 Presenting technical information, advice and guidance (5.3, 5.4) [5.2, 5.3, 5.4, 5.5]

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**

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 prepare technical information	1.1 accurately establish the purpose of the information 1.2 complete documents to meet the required purpose 1.3 ensure that the layout, spelling, grammar and punctuation are correct, consistent and in accordance with conventions and house style 1.4 ensure that the content of information is comprehensive and accurate and is presented in a logical sequence 1.5 ensure that recommendations, when required, are succinct and provide sufficient guidance to decision makers 1.6 ensure that sources of information, on which documents are based, are verified as current, accurate and valid 1.7 ensure that work practices are in accordance with legal and regulatory requirements and organisational procedures 1.8 record promptly and accurately reasons where work is not achievable within specified deadlines 1.9 provide completed information within agreed deadlines 1.10 maintain security and confidentiality of information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare technical information	2.1 describe how to accurately establish the purpose of the information 2.2 explain how to complete documents to meet the required purpose 2.3 explain how to ensure that the layout, spelling, grammar and punctuation are correct, consistent and in accordance with conventions and house style 2.4 explain how to ensure that the content of information is comprehensive and accurate and is presented in a logical sequence 2.5 explain how to ensure that recommendations, when required, are succinct and provide sufficient guidance to decision makers 2.6 explain how to ensure that sources of information, on which documents are based, are verified as current, accurate and valid 2.7 explain how to ensure that work practices are in accordance with legal and regulatory requirements and organisational procedures 2.8 explain how to record promptly and accurately reasons where work is not achievable within specified deadlines 2.9 explain how to provide completed information within agreed deadlines 2.10 explain how to maintain security and confidentiality of information			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3 Be able to organise technical information	3.1 collate information and organise it into a suitable form for use 3.2 reference stored information so that it can be quickly identified and retrieved when needed 3.3 operate appropriate and valid procedures for maintaining technical information systems 3.4 identify, summarise and disseminate information which might be of use to others			
4 Understand how to organise technical information	4.1 explain how to collate information and organise it into a suitable form for use 4.2 explain how to reference stored information so that it can be quickly identified and retrieved when needed 4.3 explain how to operate appropriate and valid procedures for maintaining technical information systems 4.4 describe how to identify, summarise and disseminate information which might be of use to others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to provide information and guidance on technical issues	5.1 obtain technical information and advice which is relevant to the task and sufficiently detailed for the technical issues for which it is to be used  5.2 provide technical information and receive advice which is relevant to the task, complete, summarised accurately and clearly relevant to the technical issues  5.3 present technical information appropriate to the task using a style of communication which is appropriate to the ability, knowledge, understanding and disposition of the people receiving information and advice  5.4 give technical instructions and guidance which are likely to be understood by the people who will follow them  5.5 adapt and clarify technical information where people are having difficulties in understanding it			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to provide information and guidance on technical issues	<p>6.1 explain how to obtain technical information and advice which is relevant to the task and sufficiently detailed for the technical issues for which it is to be used</p> <p>6.2 explain how to provide technical information and receive advice which is relevant to the task, complete, summarised accurately and clearly relevant to the technical issues</p> <p>6.3 explain how to present technical information appropriate to the task using a style of communication which is appropriate to the ability, knowledge, understanding and disposition of the people receiving information and advice</p> <p>6.4 propose how to give technical instructions and guidance which are likely to be understood by the people who will follow them</p> <p>6.5 explain how to adapt and clarify technical information where people are having difficulties in understanding it</p>			

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*(if sampled)*

## **Unit 5: Monitor dimensional accuracy in construction**

**Unit reference number:** F/600/6779

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 30

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### **Unit summary**

This unit covers the learner's key responsibilities for obtaining and checking survey information, monitoring reference markers and setting out information, and resolving survey problems.

It is about observing and measuring dimensional controls, identifying and correcting any deviations and revising work methods as necessary.

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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

#### **Learning outcomes 1 and 2:**

##### **1 Set out information:**

- dimensions
- locations
- levels (including inaccuracies and deviations).

##### **2 Differences:**

- boundaries
- levels
- locations.

##### **3 Reference markers:**

- ground stations
- base lines
- benchmarks
- elevated target positions
- structural grid.

#### **4 Observation methods:**

graphical  
measured  
instrumental.

#### **5 measure and record equipment:**

mechanical  
optical  
electronic  
field book.

#### **6 Dimensional controls:**

lines  
levels  
angles  
distances.

#### **7 Errors - arising from:**

transfer of lines and levels  
use of wrong lines and levels  
calculations.

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 criteria. 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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of checked, correlated and calculated survey and construction information which includes any identified differences between the specified and actual site dimensions (1.1, 1.2, 1.3) [1.1, 1.2]
- 2 Record(s) of set out and reference markers including dimensional controls (1.4, 1.5, 1.6, 1.7) [1.3]
- 3 Record(s) of observation methods used (1.4) [1.4, 1.5, 1.6, 1.7]
- 4 Records of information (1.8) [1.1]



**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**

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 monitor dimensional accuracy	1.1 correlate, check and calculate information on construction which is relevant to the set-out of the project 1.2 identify any differences between the specified and the actual site dimensions, record them accurately and circulate them to decision makers 1.3 monitor reference markers which are accurate, identified clearly and protected from movement or removal 1.4 use appropriate observation methods which meet the specified accuracy criteria 1.5 use measure and record equipment which meets the specified accuracy criteria 1.6 observe and measure dimensional controls, set out points, lines and profiles accurately and record the results to meet quality standards 1.7 identify any errors in position, alignment and level and correct them promptly 1.8 record any set out information which may be of later use, and store it securely so that it is available when needed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor dimensional accuracy	<p>2.1 explain how to correlate, check and calculate information on construction which is relevant to the set-out of the project</p> <p>2.2 describe how to identify any differences between the specified and the actual site dimensions, record them accurately and circulate them to decision makers</p> <p>2.3 examine how to monitor reference markers which are accurate, identified clearly and protected from movement or removal</p> <p>2.4 explain how to use appropriate observation methods which meet the specified accuracy criteria</p> <p>2.5 explain how to use measure and record equipment which meets the specified accuracy criteria</p> <p>2.6 describe how to observe and measure dimensional controls, set out points, lines and profiles accurately and record the results to meet quality standards</p> <p>2.7 describe how to identify any errors in position, alignment and level and correct them promptly</p> <p>2.8 explain how to record any setting out information which may be of later use, and store it securely so that it is available when needed</p>			

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## **Unit 6: Monitor and record tests in construction**

**Unit reference number:** T/600/6780

**Level:** 3

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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

#### **Learning outcomes 1 and 2:**

##### **1 Test:**

- structure
- materials
- environment
- services.

##### **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 apply to the test site and the tests being conducted
- as identified by risk assessments.

##### **3 Data:**

- physical
- condition
- performance.

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 criteria. 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 criteria.

**Learning outcome 1:**

**Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items 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 (1.2, 1.3, 1.4, 1.5, 1.6, 1.7) [1.1, 1.2, 1.3]
- 2 Record(s) of test monitor and recommended modifications (1.1) [1.1, 1.2, 1.3]
- 3 Records of checks that equipment is calibrated (1.4)

**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**

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 monitor and record tests	1.1 monitor tests and recommend modifications to maintain compliance with test requirements 1.2 ensure that physical tests are conducted in a way which balances accuracy and cost and keeps disruption to a minimum 1.3 conform to safe working practices during testing 1.4 ensure that only calibrated equipment is used to maintain accuracy 1.5 ensure that sample sizes are sufficient to test the required properties and maintain their integrity to meet recognised statistical principles 1.6 ensure that test data is recorded clearly and accurately communicated to those who need to use it and stored securely for later analysis 1.7 keep a clear and accurate record of the time spent on the tests and of any problems that come up which may affect cost or accuracy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor and record tests	2.1 examine how to monitor tests and recommend modifications to maintain compliance with test requirements 2.2 describe how to ensure that physical tests are conducted in a way which balances accuracy and cost and keeps disruption to a minimum 2.3 explain how to conform to safe working practices during testing 2.4 explain how to ensure that only calibrated equipment is used to maintain accuracy 2.5 explain how to ensure that sample sizes are sufficient to test the required properties and maintain their integrity to meet recognised statistical principles 2.6 explain how to ensure that test data is recorded clearly and accurately communicated to those who need to use it and stored securely for later analysis 2.7 explain how to keep a clear and accurate record of the time spent on the tests and of any problems that come up which may affect cost or accuracy			

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## **Unit 7: Monitor the commissioning of engineering installations in construction**

**Unit reference number:** R/600/6785

**Level:** 3

**Credit value:** 13

**Guided learning hours:** 40

### **Unit summary**

This unit is about the processes involved in the monitoring and commissioning of engineering installations. You will need to confirm that the engineering installations meet specifications and comply with guidelines. It is also about using the appropriate information systems to record results of the commissioning.

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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

#### **Learning outcomes 1 and 2:**

##### **1 Procedures, specifications, regulations and guidelines:**

- witness test
- inspections
- obtain certificates
- provision of operation manuals.

##### **2 Engineering installations:**

- components
- equipment
- products
- services
- systems.

### **3 Commissioning:**

tests  
trials  
configuration  
hand-over.

### **4 Conditions:**

authorisation  
availability of resources  
preparation of products  
preparation of site  
health and safety  
environmental.

### **5 Stakeholders:**

clients  
users  
consultants  
contractors  
regulating authorities.

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 criteria. 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 criteria.

### **Learning outcome 1:**

#### **Product evidence:**

Simulations are considered to be an acceptable alternative for producing evidence for the following items that are considered to be infrequent, but key to demonstrating competence. The following realistic working environment and context must be adopted for the simulation appropriate:

tools, equipment and instruments  
standards and quality specifications  
types of interaction  
communication methods and media  
information and data.

- 1 Confirmed methods and procedures for commissioning engineering installations (1.1) [1.1, 1.2, 1.3]
- 2 Record(s) of commissioning which include conditions and resources (1.2, 1.3) [1.2, 1.3, 1.4]
- 3 Record(s) of and results of commissioning implementation which include any problems (1.4, 1.5, 1.6) [1.1, 1.2, 1.3, 1.5]

**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**

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 monitor the commissioning of engineering installations	1.1 confirm the relevant methods and procedures for commissioning the engineering installations 1.2 confirm that conditions are suitable to implement the commissioning and that the necessary resources are available 1.3 ensure that the commissioning is implemented correctly 1.4 identify any problems with the commissioning and refer them to relevant stakeholders 1.5 confirm that the engineering installations meet specifications and comply with all relevant regulations and guidelines 1.6 ensure that the results of the commissioning are recorded in the appropriate information systems and passed to stakeholders			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor the commissioning of engineering installations	2.1 explain how to confirm the relevant methods and procedures for commissioning the engineering installations 2.2 explain how to confirm that conditions are suitable to implement the commissioning and that the necessary resources are available 2.3 explain how to ensure that the commissioning is implemented correctly 2.4 describe how to identify any problems with the commissioning and refer them to relevant stakeholders 2.5 explain how to confirm that the engineering installations meet specifications and comply with all relevant regulations and guidelines 2.6 explain how to ensure that the results of the commissioning are recorded in the appropriate information systems and passed to stakeholders			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 8: Plan and monitor maintenance programmes in construction**

**Unit reference number:** D/600/6787

**Level:** 3

**Credit value:** 18

**Guided learning hours:** 50

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### **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 and organisational requirements. It is also about monitoring programmes and keeping appropriate records.

### **Assessment requirements/evidence requirements**

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

#### **Learning outcomes 1 and 2:**

##### **1 Maintenance:**

scheduled and preventative  
unscheduled and corrective  
emergency.

##### **2 Property:**

structure  
materials  
finishes  
fittings  
services  
external works.

##### **3 Influencing factors:**

changing user requirements  
contractual requirements  
statutory requirements  
health and safety requirements  
resource allocation

operational requirements  
environmental considerations  
fair wear and tear/damage  
heritage status.

**4 Guidance material:**

owners' manuals  
log books  
maintenance schedules and manuals  
practice guides and specifications.

**5 Resources:**

materials  
plant and equipment  
finance  
time  
personnel.

**6 Statutory requirements:**

testing  
examination  
inspection  
certification  
health and safety.

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 criteria. 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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Agreed plan(s) and schedule(s) of maintenance which include agreed organisational objectives for the maintenance, reviews of influencing factors, guidance material and priorities (1.1, 1.2, 1.3, 1.4) [1.1, 1.2, 1.3, 1.4]
- 2 Record(s) of implemented and monitored maintenance programmes and of recommended action taken to address resource and performance issues (1.5, 1.6, 1.7) [1.5, 1.6]
- 3 Monitor records (1.7) [1.5, 1.6]

### **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**

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 plan and monitor maintenance programmes	1.1 plan and schedule in accordance with agreed objectives for the maintenance of property 1.2 review influencing factors and guidance material about the maintenance of property 1.3 prioritise the maintenance and have regard to all the influencing factors 1.4 prepare and agree plans and schedules of maintenance for implementation with the line manager 1.5 monitor the programme and address specific resources and performance issues and recommend appropriate action during the execution of the works 1.6 ensure the compliance of statutory requirements for the maintenance of both planned preventative and emergency works 1.7 ensure that accurate monitor records are maintained and retained			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to plan and monitor maintenance programmes	2.1 propose how to plan and schedule in accordance with agreed objectives for the maintenance of property 2.2 examine how to review influencing factors and guidance material about the maintenance of property 2.3 examine how to prioritise the maintenance and have regard to all the influencing factors 2.4 explain how to prepare and agree plans and schedules of maintenance for implementation with the line manager 2.5 examine how to monitor the programme and address specific resources and performance issues and recommend appropriate action during the execution of the works 2.6 explain how to ensure the compliance of statutory requirements for the maintenance of both planned preventative and emergency works 2.7 explain how to ensure that accurate monitor records are maintained and retained			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 9: Operate in a professional manner in construction**

**Unit reference number:** D/600/6790

**Level:** 3

**Credit value:** 16

**Guided learning hours:** 50

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### **Unit summary**

This unit is about practising ethically and working within recognised good practice.

It is about your Continuing Professional Development (CPD) and reviewing your development needs, deciding how to meet them, carrying out your development plan and evaluating its success. In order to provide the necessary evidence you must be able to produce and explain your CPD plans and records.

It is about identifying and analysing non-standard situations in order to identify appropriate solutions that will minimise risk and disruption.

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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

#### **Learning outcomes 1 and 2:**

##### **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 3 and 4:**

### **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 new 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 on-line)  
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.

### **7 review:**

self  
in conjunction with others.

## **Learning outcomes 5 and 6:**

### **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 Aids and Techniques**

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

### **4 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).

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 criteria. 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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Records of contracts, agreements and terms of reference which include conformance to legal requirements, ethical standards and recognised good practice (1.3, 1.4, 1.5, 1.6) [1.1, 1.2]
- 2 Record(s) of balanced judgements, advice and personal decisions (1.1, 1.2) [1.1, 1.2]

#### **Process evidence: not applicable**

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key 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 updates (3.1, 3.2, 3.3, 3.8) [3.1, 3.2, 3.3, 3.4, 3.7]
- 2 Profile(s) of present competence identified against standards of competence (3.4) [3.2, 3.4]
- 3 Personal development plan(s) which include identified development needs (3.5) [3.5]
- 4 Record(s) of developed progress achievement and evidence of competence identified against standards of competence (3.6, 3.7) [3.4, 3.6]

#### **Process evidence: not applicable**

### **Learning outcome 5:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key to demonstrating competence.

- 1 Assessment(s) and summary(ies) of non-standard situations and the completeness of information obtained (5.1, 5.2) [5.1]
- 2 Records of tests used to collect information (5.3) [5.1, 5.2]
- 3 Records of analyses and identification of potential solutions, including aids and techniques used (5.4) [5.3]
- 4 Record(s) of solution(s) which have been proposed, recorded and justified which include criteria (5.5) [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**

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 operate within standards	1.1 make judgements 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 1.2 take clear and unequivocal personal responsibility for personal decisions 1.3 communicate with clients in a style and manner which maintains professional independence and maximises goodwill and trust 1.4 disclose information obtained from clients only to those who have a statutory right to receive it 1.5 define and agree the terms of reference and the expectations of the people involved in contracts 1.6 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
2 Understand how to operate within standards	2.1 evaluate how to make judgements 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 2.2 evaluate how to take clear and unequivocal personal responsibility for personal decisions 2.3 explain how to communicate with clients in a style and manner which maintains professional independence and maximises goodwill and trust 2.4 explain how to disclose information obtained from clients only to those who have a statutory right to receive it 2.5 evaluate how to define and agree the terms of reference and the expectations of the people involved in contracts 2.6 explain how to 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
3 Be able to undertake personal development in the occupational practice area	3.1 define the personal aims and objectives for undertaking personal development 3.2 identify and contact sources of support and guidance for undertaking personal development 3.3 identify and select relevant standards of competence against which personal development can be measured 3.4 analyse the current personal level of performance against the identified standards of competence and record a profile of present competence and personal development needs 3.5 prepare a development plan for achieving identified development needs 3.6 undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities 3.7 measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence 3.8 review the cycle of personal development aims and objectives and revise and update aims and objectives to suit changing circumstances			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to undertake personal development in the occupational practice area	4.1 explain how to define the personal aims and objectives for undertaking personal development 4.2 describe how to identify and contact sources of support and guidance for undertaking personal development 4.3 describe how to identify and select relevant standards of competence against which personal development can be measured 4.4 examine how to analyse the current personal level of performance against the identified standards of competence and record a profile of present competence and personal development needs 4.5 explain how to prepare a development plan for achieving identified development needs 4.6 evaluate how to undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities 4.7 explain how to measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence 4.8 examine how to review the cycle of personal development aims and objectives and revise and update aims and objectives to suit changing circumstances			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
5 Be able to identify and analyse non standard situations	5.1 identify where non-standard situations exist and summarise the issues for the people who are affected and concerned 5.2 assess the accuracy and completeness of the information available, identify any significant gaps and obtaining enough additional information 5.3 identify and request appropriate tests to collect information which cannot be obtained directly 5.4 use aids and techniques to analyse and identify potential solutions 5.5 propose, record and justify, using clear criteria and reasoned arguments, solutions and procedures which are likely to resolve the situation with the least disruption and risk			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to identify and analyse non standard situations	6.1 describe how to identify where non-standard situations exist and summarise the issues for the people who are affected and concerned  6.2 examine how to assess the accuracy and completeness of the information available, identify any significant gaps and obtain enough additional information  6.3 describe how to identify and request appropriate tests to collect information which cannot be obtained directly  6.4 explain how to use aids and techniques to analyse and identify potential solutions  6.5 propose how to propose, record and justify, using clear criteria and reasoned arguments, solutions and procedures which are likely to resolve the situation with the least disruption and risk			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 10: Work with others in construction**

**Unit reference number:** K/600/6792

**Level:** 3

**Credit value:** 15

**Guided learning hours:** 60

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### **Unit summary**

This unit is about taking part in meetings. This means getting involved with the business of the meeting and making appropriate contributions.

It 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 in order to maintain good will.

It is about identifying, collating and evaluating information relevant to a dispute. It is about using reasoned arguments to support your case and this may involve consultation with experts to produce recommendations for future action.

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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 clarify:**

orally  
in writing  
use graphics  
electronically.

**5 Work activities:**

progress  
results  
achievements  
emerging threats  
risks  
opportunities.

**Learning outcomes 5 and 6:**

**1 Information which is relevant to the dispute:**

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

## **2 Dispute - type:**

construction

contracts

variations

third party claims.

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 criteria. 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 items 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]

### **Learning outcome 4:**

**Process evidence:**

- 1 Information, advice and presentations (ALL) [ALL]

### **Learning outcome 5:**

**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

types 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 (5.1, 5.2, 5.3, 5.4, 5.7) [5.1, 5.2]
- 2 Record(s) of recommendation(s) and assessment(s) of the arguments and the advice received from experts (5.5, 5.6, 5.7) [5.1, 5.2]

**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**

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 participate in meetings	1.1 brief yourself on the content of the meeting, identify relevant information and clarify your opinions on various agenda items 1.2 consult with those who have an interest in the various agenda items in order to understand and be able to represent their opinions 1.3 clarify your objectives from the meeting what you hope the meeting will achieve 1.4 present relevant information to the meeting clearly and concisely 1.5 present your opinions and the interests of those you are representing in a convincing way, provide evidence to support your case, if required 1.6 articulate any issues and problems emerging from discussions and propose and evaluate possible solutions 1.7 acknowledge and constructively discuss information and opinions provided by other people 1.8 clarify decisions taken on the various agenda items, where necessary 1.9 communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the meeting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to participate in meetings	<p>2.1 explain how to brief yourself on the content of the meeting, identify relevant information and clarify your opinions on various agenda items</p> <p>2.2 explain how to consult with those who have an interest in the various agenda items in order to understand and be able to represent their opinions</p> <p>2.3 explain how to clarify your objectives from the meeting what you hope the meeting will achieve</p> <p>2.4 explain how to present relevant information to the meet clearly and concisely</p> <p>2.5 explain how to present your opinions and the interests of those you are represent in a convincing way, provide evidence to support your case, if required</p> <p>2.6 explain how to articulate any issues and problems emerging from discussions and propose and evaluate possible solutions</p> <p>2.7 explain how to acknowledge and constructively discuss information and opinions provided by other people</p> <p>2.8 explain how to clarify decisions taken on the various agenda items, where necessary</p> <p>2.9 explain how to communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the meeting</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 degree of change, 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 explain 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 degree of change, 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to collate information relevant to a dispute	5.1 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  5.2 obtain information about similar cases, identify key points and common features and produce an accurate summary  5.3 obtain enough additional information to make a valid evaluation in instances where the initial information is incomplete  5.4 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  5.5 consult with experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required  5.6 assess the arguments and the advice received from experts, produce justifiable conclusions and recommendations for further action and pass them to the people involved in the dispute  5.7 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
<p>6 Understand how to collate information relevant to a dispute</p>	<p>6.1 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</p> <p>6.2 explain how to obtain information about similar cases, identify key points and common features and produce an accurate summary</p> <p>6.3 explain how to obtain enough additional information to make a valid evaluation in instances where the initial information is incomplete</p> <p>6.4 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</p> <p>6.5 explain how to consult with experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required</p> <p>6.6 examine how to assess the arguments and the advice received from experts, produce justifiable conclusions and recommendations for further action and pass them to the people involved in the dispute</p> <p>6.7 explain how to disclose information which is relevant to the dispute only to those who have a right to see it</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_



## **Unit 11: Resolve customer service problems in construction**

**Unit reference number:** A/600/6795

**Level:** 3

**Credit value:** 13

**Guided learning hours:** 50

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### **Unit summary**

This unit is about maintaining customer satisfaction by identifying and resolving problems with service systems and procedures.

It is about identifying and implementing options for resolving customer service problems and communicating them to the customer. You will also need to explain, where necessary, reasons why the problem has not been resolved to the customer's satisfaction.

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**

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 spot customer service problems	1.1 listen carefully to your customers about problems they have raised 1.2 ask your customers about the problem to check your understanding 1.3 recognise repeated problems and alert the appropriate authority 1.4 share customer feedback with others to identify potential problems before they happen 1.5 identify problems with systems and procedures before they begin to affect your customers			
2 Understand how to spot customer service problems	2.1 explain how to listen carefully to your customers about problems they have raised 2.2 explain how to ask your customers about the problem to check your understanding 2.3 explain how to recognise repeated problems and alert the appropriate authority 2.4 explain how to share customer feedback with others to identify potential problems before they happen 2.5 describe how to identify problems with systems and procedures before they begin to affect your customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to pick the best solution to resolve customer service problems	3.1 identify the options for resolving a customer service problem 3.2 work with others to identify and confirm the options to resolve a customer service problem 3.3 work out the advantages and disadvantages of each option for your customer and your organisation 3.4 pick the best option for your customer and your organisation 3.5 identify for your customer other ways that problems may be resolved if you are unable to help			
4 Understand how to pick the best solution to resolve customer service problems	4.1 describe how to identify the options for resolving a customer service problem 4.2 explain how to work with others to identify and confirm the options to resolve a customer service problem 4.3 explain how to work out the advantages and disadvantages of each option for your customer and your organisation 4.4 evaluate how to pick the best option for your customer and your organisation 4.5 describe how to identify for your customer other ways that problems may be resolved if you are unable to help			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to take action to resolve customer service problems	5.1 discuss and agree the options for solving the problem with your customer 5.2 take action to implement the option agreed with your customer 5.3 work with others and your customer to make sure that any promises related to solving the problem are kept 5.4 keep your customer fully informed about what is happening to resolve problem 5.5 check with your customer to make sure the problem has been resolved to their satisfaction 5.6 give clear reasons to your customer when the problem has not been resolved to their satisfaction			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to take action to resolve customer service problems	6.1 explain how to discuss and agree the options for solving the problem with your customer 6.2 explain how to take action to implement the option agreed with your customer 6.3 explain how to work with others and your customer to make sure that any promises related to solving the problem are kept 6.4 explain how to keep your customer fully informed about what is happening to resolve problem 6.5 explain how to check with your customer to make sure the problem has been resolved to their satisfaction 6.6 explain how to give clear reasons to your customer when the problem has not been resolved to their satisfaction			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 12: Inspect property and plan and monitor maintenance in construction**

**Unit reference number:** J/600/6797

**Level:** 4

**Credit value:** 20

**Guided learning hours:** 80

### **Unit summary**

This unit is concerned with undertaking condition inspections and presenting your reports.

It is about actually doing the surveys. You must be able to confirm the scope of the work, organise what you need to carry out the survey, obtain the necessary permissions, make necessary observations, 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).

### **Assessment requirements/evidence requirements**

Please note the information in the ( ) round brackets relates to the Performance Criteria in the NOS and the information in the [ ] square brackets related to the Range Items in the NOS.

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  
occupiers  
survey data  
industry standards and legislation  
inspection observations and measurements.

## **2 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.

## **3 Relevant information:**

meets relevant codes of practice and standards  
recommended remedial work  
any qualifying factors  
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 criteria. 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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Evaluation(s) of available and additional data (1.1, 1.5) [1.1]
- 2 Record(s) of inspection(s) which include equipment, resources and levels of specialist advice obtained, permissions, observations and measurements, agreed formats and conventions (1.1, 1.2, 1.3, 1.4) [1.1, 1.2, 1.3]



**Process evidence: not applicable**

**Learning outcome 3:**

**Product evidence:**

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

- 1 Report which includes collated information identified causes of possible failure and deterioration, implications and consequences, specified level of condition, findings and explanations (ALL) [ALL]
- 2 Internal record(s) (3.5) [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**

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 inspect condition of property	1.1 identify the purpose of the inspection, evaluate available data and obtain the equipment and resources and specialist advice that will be needed  1.2 check and confirm, before starting the inspection, that people who will be affected have given their permission  1.3 identify and manage personal health and safety risks relating to inspections  1.4 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  1.5 identify gaps in information and obtain and evaluate additional data needed about the property and its use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to inspect condition of property	2.1 describe how to identify the purpose of the inspection, evaluate available data and obtain the equipment and resources and specialist advice that will be needed  2.2 explain how to check and confirm, before starting the inspection, that people who will be affected have given their permission  2.3 describe how to identify and manage personal health and safety risks relating to inspections  2.4 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  2.5 describe how to identify gaps in information and obtain and evaluate additional data needed about the property and its use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to report on condition of property	3.1 assemble and collate information on the condition of property 3.2 identify possible causes of failure and deterioration and the implications and consequences 3.3 prepare and submit a report which is accurate, complete, which clearly specifies the level of condition and contains all relevant information 3.4 clarify and justify findings and clearly explaining instances where and why accurate inspection and measurement has not been possible 3.5 maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to report on condition of property	4.1 explain how to assemble and collate information on the condition of property 4.2 describe how to identify possible causes of failure and deterioration and the implications and consequences 4.3 explain how to prepare and submit a report which is accurate, complete, which clearly specifies the level of condition and contains all relevant information 4.4 explain how to clarify and justify findings and clearly explaining instances where and why accurate inspection and measurement has not been possible 4.5 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)*

## Further information and useful publications

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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](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://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](http://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](mailto:call.centre@cskills.org)

# Professional development and training

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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](http://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

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a 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

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

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

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

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

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

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

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. [qualifications.pearson.com](http://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 <sup>1</sup>“At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.
- 5 NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
- 6 Qualifications that use the title NVQ must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ, if it uses the same rules of combination as a qualification that does use the title NVQ.
- 7 The Qualification Framework offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ, are not a preferred method for assessing occupational competence and all accredited qualifications have equal status.
- 8 When developing a qualification, including qualifications that use the title NVQ, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
- 9 The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

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<sup>1</sup> 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
  - <sup>2</sup>who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
  - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
- 19 All assessors must carry out assessment to the standards specified in the A units.
- 20 All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
- 21 Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

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<sup>2</sup> 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:
- <sup>3</sup>hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
  - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
  - be fully conversant with the standards and assessment criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems and requirements for this qualification.
- 25 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
- 26 With reference to external verification, external verifiers must:
- <sup>4</sup>hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
  - have no connections with the assessment centre, in order to maintain objectivity
  - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
  - be fully conversant with the standards and performance criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems for this qualification.
- 27 Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

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

<sup>4</sup> 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 Requirements/Strategy**

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

**October 2017**

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