

Level 3 NVQ Diploma in Occupational Work Supervision (Construction) (6576-04)

January 2019 Version 2.0



Qualification at a glance

Subject area	Construction
City & Guilds number	6576
Age group approved	16-18, 18+, 19
Entry requirements	None
Assessment	Portfolio of evidence
Support materials	Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 NVQ Diploma in Occupational Work Supervision (Construction)	6576-04	603/4147/6

Version and date	Change detail	Section
v2 January 2019	New unit numbers given and units revised in line with current CITB units (2018 v3)	All



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is ideal for individuals working in the construction and built environment sector that are required to supervise the work of others. It provides an opportunity for them to demonstrate their competence in this area and gain the Level 3 NVQ Diploma in Occupational Work Supervision.
What does the qualification cover?	It covers a variety of skills required to supervise people working in the construction sector, including planning work activities and resources, maintaining working relationships, co-ordinating and organising work and maintaining health and safety on-site.
Is the qualification part of a framework or initiative?	This qualification forms the competence based element of the Advanced Apprenticeship in Construction Technical and Professional Pathway 5: Occupational Work Supervision.
What opportunities for progression are there?	It allows learners to progress into employment and may enable progression to the following City & Guilds qualification: <ul style="list-style-type: none">• Level 6 NVQ Diploma in Construction Site Management
Who is the qualification for?	This qualification is ideal for individuals working in the construction and built environment sector that are required to supervise the work of others. It provides an opportunity for them to demonstrate their competence in this area and gain the Level 3 NVQ Diploma in Occupational Work Supervision.

Structure

To achieve the **Level 3 NVQ Diploma in Occupational Work Supervision (Construction) (6576-04)**, learners must achieve **all mandatory units** and **two optional units**.

City & Guilds unit no.	Unit title	Unit Level
Mandatory		
6576-370	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3
6576-371	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5
6576-372	Confirming the Occupational Method of Work in the Workplace	3
6576-373	Implementing and maintaining health, safety, environmental and welfare practices in the workplace	3
6576-374	Co-ordinating and organising work operations in the workplace	3
6576-375	Monitoring progress of work against schedules in the workplace	3
Optional		
6576-376	Allocating and monitoring the use of plant, machinery, equipment or vehicles in the workplace	3
6576-377	Confirming work meets contractual, industry and manufacturers' standards in the workplace	3
6576-378	Implementing procedures to support team performance in the workplace	3
6576-379	Co-ordinating and confirming the dimensional control requirements of the work in the workplace	3

Total qualification time and guided learning values

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. Guided learning, also expressed in hours, is time spent under the direct supervision of a provider of education or training (including assessment). Guided learning contributes to TQT.

TQT and GL values are estimates.

Title and level	TQT	GLH
Level 3 NVQ Diploma in Occupational Work Supervision (Construction)	890	287



Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit www.cityandguilds.com/construction for further information.

Resource requirements

Centre staffing

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Assessors must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed.

This must be of sufficient depth to be effective and reliable when judging learners' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

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

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

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

Assessors:

- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - SVQ (SCQF level) Assessing Competence in the Work Environment
 - SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:

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

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

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

Continuing Professional Development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.



2 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Candidate logbook	www.cityandguilds.com
Qualification approval form	www.cityandguilds.com/construction

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of Recording Forms including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



3 Assessment

Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6576 logbook from the City & Guilds website.

Aspects to be assessed through performance in the workplace

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. Individual units will specify any exceptions to this position.

Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence.

A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence.



4 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria
- unit aim
- notes for guidance.

Unit 370

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

Level:	3
GLH:	33
Aim:	The aim of the unit is to give the learner the skills and knowledge required to identify own work activities, adopt safe and healthy working practices, identify resources to carry out the work and provide confirmation of a work programme/schedule for own occupational area of work being carried out

Learning outcome
The learner will: 1. identify work activities, assess required resources and plan the sequence of work.
Assessment criteria
The learner can: 1.1 identify work activities, assess required resources and plan the sequence of work 1.2 identify work activities and formulate a plan for their own sequence of work 1.3 explain the types of work relative to the occupational area and how to identify different work activities 1.4 explain methods of assessing the resources needed from a range of available information 1.5 explain the required information and the different methods used to prepare a work programme relative to the occupational area.

Learning outcome
The learner will: 2. obtain clarification and advice where the resources required are not available.
Assessment criteria
The learner can: 2.1 seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available 2.2 explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.

Learning outcome
The learner will: 3. evaluate the work activities and the requirements of any significant external factors against the project requirements.
Assessment criteria
The learner can: 3.1 assess progress of work against project requirements, taking into account external factors relating to: a. other occupations and /or customers b. resources c. weather conditions d. health and safety requirements 3.2 explain different methods of evaluating work activities against the following project requirements: a. contract conditions b. contract programme c. health and safety requirements of operatives 3.3 evaluate the requirements of significant external factors that could affect the progress of work, in relation to: a. other related programmes b. special working conditions c. weather conditions d. other occupations/people e. resources f. health and safety requirements.

Learning outcome
The learner will: 4. identify work activities which influence each other and make the best use of the resources available.
Assessment criteria
The learner can: 4.1 determine work activities that have an influence on each other 4.2 evaluate which work activities make the best use of available resources in relation to: a. occupations and/or customers associated with the work b. tools, plant and/or ancillary equipment 4.3 materials and components 4.4 explain different methods and sources that can identify which work activities influence each other 4.5 describe how to determine the sequence of work activities and how long each work activity will take 4.6 describe what zero and low carbon requirements are 4.7 explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.

Learning outcome

The learner will:

5. identify changed circumstances that require alterations to the work programme and justify them to decision makers.

Assessment criteria

The learner can:

- 5.1 evaluate project progress against the work programme to identify any changed circumstances
- 5.2 inform line management and/or customers on the type and extent of any required changes to the work programme
- 5.3 explain how to identify possible alterations to the work programme to meet changed circumstances relating to:
 - a. action lists
 - b. method statements
 - c. duration
 - d. schedules and/or occupation specific requirements
- 5.4 explain how to assess contractual/work effects resulting from alterations to the work programme
- 5.5 explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

Unit 370 Confirming work activities and resources for an occupational work area in the workplace

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Unit 371

Developing and Maintaining Good Occupational Working Relationships in the Workplace

Level:	5
GLH:	27
Aim:	To provide the learner with the skills and knowledge required to interpret information, adopt safe and healthy working practices, work, inform and support people and to develop and maintain good occupational working relationships.

Learning outcome
The learner will: 1. develop, maintain and encourage working relationships to promote good will and trust.
Assessment criteria
The learner can: 1.1 give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved 1.2 apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others 1.3 explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people 1.4 explain the principles of equality and diversity and how to apply them when working and communicating with others.

Learning outcome
The learner will: 2. inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.
Assessment criteria
The learner can: 2.1 communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> a. appropriate timescales b. health and safety requirements c. co-ordination of work procedures 2.2 explain the different methods and techniques used to inform relevant people about work activities 2.3 explain the effects of not informing relevant people with the expected level of urgency 2.4 explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> a. colleagues b. employers c. customers d. contractors e. suppliers of products and services f. other people affected by the work/project.

Learning outcome
The learner will: 3. offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.
Assessment criteria
The learner can: 3.1 give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome 3.2 explain the techniques of encouraging questions and/or requests for clarification and comments 3.3 explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> a. progress b. results c. achievements d. occupational problems e. occupational opportunities f. health and safety requirements g. co-ordinated work.

Learning outcome
The learner will: 4. clarify proposals with relevant people and discuss alternative suggestions.
Assessment criteria
The learner can: 4.1 engage regular discussions with relevant people about the occupational work activity and/or other occupations involved 4.2 explain the methods of clarifying alternative proposals with relevant people 4.3 explain the methods of suggesting alternative proposals.

Learning outcome
The learner will: 5. resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.
Assessment criteria
The learner can: 5.1 examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work 5.2 explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

Unit 371 Developing and Maintaining Good Occupational Working Relationships in the Workplace

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Unit 372

Confirming the Occupational Method of Work in the Workplace

Level:	3
GLH:	37
Aim:	The aim of the unit is to give the learner the skills and knowledge required to assess project data to determine occupational work methods, adopt safe and healthy working practices, select and confirm methods of work to the relevant people associated with the occupation and source additional information.

Learning outcome
The learner will: 1. assess available project data accurately to determine the occupational method of work.
Assessment criteria
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. manufacturer's information e. methods of work f. risk assessments g. programmes of work 1.2 explain how to summarise the following project data: a. required quantities b. specifications c. detailed drawings d. health and safety requirements e. timescales f. scope of works 1.3 explain the different methods of assessing available project data 1.4 explain how to use project data to interpret the work method, in relation to: a. standard work procedures b. sequence of work c. organisation of resources (people, equipment, materials) d. work techniques e. working conditions (health, safety and welfare) f. risk assessment.

Learning outcome
The learner will: 2. obtain additional information from alternative sources in cases where the available project data is insufficient.
Assessment criteria
The learner can: 2.1 collect and collate additional information from alternative sources to clarify the work to be carried out 2.2 explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: a. customers or representatives b. suppliers c. regulatory authorities d. manufacturer's literature.

Learning outcome
The learner will: 3. identify work methods that will make best use of resources and meet project, statutory and contractual requirements.
Assessment criteria
The learner can: 3.1 examine potential work methods to carry out the occupational work activity 3.2 determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria 3.3 explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: a. health and safety welfare (principles of protection) b. fire protection c. access and egress d. equipment availability e. availability of competent workforce f. pollution risk g. waste and disposal h. zero and low carbon outcomes i. weather conditions 3.4 explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: a. conforming to statutory requirements b. customer and user needs c. contract requirements in terms of time, quantity and quality d. environmental considerations 3.5 explain how different methods of work can achieve zero/low carbon outcomes.

Learning outcome

The learner will: 4. confirm and communicate the selected work method to relevant personnel.
Assessment criteria
The learner can: 4.1 confirm the selected occupational work method that meets project, statutory and contractual requirements 4.2 communicate appropriately to relevant people on the selected occupational work method 4.3 describe the different techniques and methods of confirming and communicating work methods to relevant people 4.4 explain the principles of equality and diversity and how to apply them when working and communicating with others.

Unit 372 Confirming the occupational method of work in the workplace

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Unit 373

Implementing and maintaining health, safety and welfare in the workplace

Level:	3
GLH:	40
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to interpret information, adopt safe and healthy working practices, promote and encourage a healthy, safety and welfare culture, implement and monitor health, safety and welfare within the operational work environment and to perform a supervisory role.

Learning outcome
The learner will: 1. allocate and maintain health, safety, environmental and welfare equipment and resources to meet project and statutory requirements.
Assessment criteria
The learner can: 1.1 make arrangements for health, safety, environmental and welfare practices in the relevant operational work environment. 1.2 allocate responsibilities for maintaining health, safety, environmental and welfare equipment and resources to relevant people. 1.3 check and maintain statutory notices and hazard warnings. 1.4 allocate appropriate health, safety, environmental and welfare equipment and resources relative to the operational work environment. 1.5 explain the methods of identifying and allocating health, safety, environmental and welfare equipment and resources, relating to: a. protective clothing b. protective equipment c. first-aid facilities and arrangements d. welfare facilities e. storage and security of materials and equipment f. fire-fighting equipment g. statutory notices h. hazard warning signs

Learning outcome

The learner will:

2. encourage a positive culture of health, safety, environmental and welfare practices and identify opportunities for improving the health and safety of the work environment through engagement with the workforce.

Assessment criteria

The learner can:

- 2.1 deliver work briefings to relevant people within the operational work environment to promote and encourage a positive health, safety, environmental and welfare culture.
- 2.2 encourage two-way dialogue with other people and seek feedback for opportunities to improve the health and safety of the work environment.
- 2.3 lead by example by demonstrating exemplar health, safety, environmental and welfare practices within the operational environment.
- 2.4 implement the organisational requirements to monitor and maintain accident and incident reporting including near misses.
- 2.5 seek competent advice before implementing improvements to health and safety work practices.
- 2.6 explain how to identify different opportunities for improving workplace health, safety, environmental and welfare practices.
- 2.7 explain how to recommend opportunities for improving workplace health, safety, environmental and welfare practices.
- 2.8 explain methods and techniques of promoting and encouraging a positive culture of health, safety, environmental and welfare practices in the workplace.
- 2.9 explain how to deliver work briefings in ways that seek and encourage feedback.
- 2.10 explain how to identify any health, safety, environmental and welfare training requirements to improve the health and safety of the work environment.
- 2.11 explain who and where to seek competent advice from before implementing improvements to health and safety work practices.
- 2.12 explain how to monitor and maintain organisational requirements for recording and reporting accidents and incidents including near misses.
- 2.13 explain the different ways of checking and monitoring correct authorisation of the following people whilst in the workplace:
 - a. workforce
 - b. suppliers
 - c. visitors
 - d. customers
 - e. members of the public.
- 2.14 explain the current organisational procedures for dealing with unauthorised people and trespasses.

Learning outcome
The learner will: 3. ensure that their team is inducted and check that they are suitably competent and monitored whilst at the workplace.
Assessment criteria
The learner can: 3.1 use appropriate methods to confirm that the team are properly inducted and given regular health and safety updates. 3.2 use appropriate methods and techniques to communicate and report any team performance issues. 3.3 explain the organisational methods and procedures for carrying out inductions that confirm: <ul style="list-style-type: none"> a. health and safety responsibilities b. methods of work c. workplace operations d. health, safety and welfare equipment and resources e. risk control procedures f. first-aid arrangements. 3.4 explain the different ways of checking and monitoring the workforce's competence specific to the work requirements. 3.5 explain the different techniques and methods of communicating and reporting any team performance issues.

Learning outcome
The learner will: 4. monitor and review health, safety, environmental and welfare practices and safe systems of work in the relevant work environment in accordance with current organisational and statutory requirements.
Assessment criteria
The learner can: 4.1 monitor, observe and record the implementation and maintenance of health, safety, environmental and welfare practices within the operational work environment in accordance with current legislation, workplace regulations, Codes of Practice and official guidance. 4.2 review the safe systems of work to identify and eliminate hazards or mitigate risks in accordance with current organisational requirements and legislation, and feedback results. 4.3 ensure compliance with the safe systems of work in accordance with current organisational requirements and legislation. 4.4 instigate, record and report actions to deal with any changing circumstances within the operational work environment in order to maintain the required health, safety, environmental and welfare practices. 4.5 Explain the methods and techniques used to regularly check health, safety, environmental and welfare practices in accordance with the following statutory requirements: <ul style="list-style-type: none"> a. current organisational health, safety, environmental and welfare policies, procedures and regulations b. current general health, safety, environmental and welfare legislation

- c. approved Codes of Practice
 - d. statutory notices
 - e. hazard warnings
 - f. safety signs.
- 4.6 explain the reasons for regularly checking the health safety, environmental and welfare practices relevant to the operational working environment.
- 4.7 explain the organisational requirements to ensure compliance with safe systems of work.
- 4.8 explain how to review the safe systems of work by carrying out systematic examinations of work processes to eliminate hazards or mitigate risks in accordance with current organisational policies, procedures and legislation and feedback results.
- 4.9 explain how to identify any special workplace conditions and examples which do not comply with regulations.
- 4.10 describe the different methods of recording special workplace conditions and examples which do not comply with regulations.

Unit 373 **Implementing and maintaining health, safety and welfare in the workplace**

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated.

Unit 374

Co-ordinating and organising work operations in the workplace

Level:	3
GLH:	40
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to interpret information about the project and work operations to be carried out, adopt safe and healthy working practices, select materials, components and equipment for the work, prepare, coordinate and organise the work operations and to perform a supervisory role.

Learning outcome
The learner will: 1. provide information as required, to all the people who will be affected by the work.
Assessment criteria
The learner can: 1.1 provide information, as authorised, relating to the work to be carried out in regard to: a. scope of work b. start date c. how long it will take d. expected completion date e. any associated hazards. 1.2 define own levels of authorisation when providing information regarding the scope and timescales of the project. 1.3 explain the different methods of informing the people affected by the work arrangements including all third parties and stakeholders. 1.4 list the types of people, internal and external to the project, who could be affected by work. 1.5 describe the consequences of providing inadequate information to those affected by the work

Learning outcome
The learner will: 2. agree the planned timescales and methods of work with the workforce.
Assessment criteria

<p>The learner can:</p> <p>2.1 discuss and confirm work programmes and methods of work relevant to project requirements with the workforce.</p> <p>2.2 explain different methods and techniques of agreeing programmes, methods of work and dynamic risk assessments with the workforce, in accordance with the method statement.</p>

<p>Learning outcome</p>
<p>The learner will:</p> <p>3. implement the agreed methods of communicating, reporting, recording and retrieving information.</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>3.1 apply and use an organisational communication system to record and report project information.</p> <p>3.2 retrieve project information following organisational procedures.</p> <p>3.3 describe the different ways of reporting, recording and retrieving information.</p> <p>3.4 explain how to monitor the systems used for communication, reporting, recording and retrieving project information to ensure they remain effective.</p>

<p>Learning outcome</p>
<p>The learner will:</p> <p>4. identify any breakdowns in communication and take action to restore effective communication</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>4.1 determine, record and report any breakdowns of communication in various projects.</p> <p>4.2 apply methods that restore communication and which follow the approved organisational procedures.</p> <p>4.3 describe different ways of identifying, recording and reporting breakdowns in communication.</p> <p>4.4 describe the organisational procedures that can be implemented to restore effective communications for a range of breakdown causes.</p>

Learning outcome
The learner will: 5. communicate and organise the work being done with other operations as per the agreed work programme
Assessment criteria
The learner can: 5.1 organise and coordinate the work programmes and project requirements with other occupations, within predetermined levels of authorisation. 5.2 define their predetermined levels of authorisations and explain the methods of communicating, organising and co-ordinating work with other work activities/operations,

Learning outcome
The learner will: 6. organise and ensure there are sufficient resources, of the appropriate type, to meet the project requirements and timescales.
Assessment criteria
The learner can: 6.1 identify, source and organise sufficient, suitable resources to meet project requirements. 6.2 allocate resources in accordance with the methods of work and project requirements. 6.3 describe ways of identifying, obtaining, organising and allocating the required resources for the project. 6.4 explain methods of planning for resources, in relation to: a. workforce b. tools c. plant and ancillary equipment d. materials e. information.

Learning outcome
The learner will: 7. organise and control the work and resources so that conditions are safe and the workplace is tidy.
Assessment criteria
The learner can: 7.1 implement systems to manage resources, maintain site tidiness and dispose of waste in accordance with current organisational and statutory requirements and within predetermined levels of authorisation. 7.2 explain different ways of controlling the workplace and resources to create and maintain safe conditions and a tidy workplace in accordance with organisational requirements.

Learning outcome
The learner will: 8. identify and record any unplanned circumstances and pass them on to people who may be affected.
Assessment criteria
The learner can: 8.1 identify any unplanned circumstances which can affect the project or people, in relation to at least five of the following <ul style="list-style-type: none"> a. occupiers b. environment c. vehicular access d. hazards e. trespass f. near neighbours g. public access h. workplace conditions i. health, safety and welfare j. statutory regulations and limitations k. codes of practice. 8.2 use appropriate methods to record and report any unplanned circumstances identified. 8.3 supply information on any identified unplanned circumstances to those who would be affected. 8.4 explain different ways of identifying what are unplanned circumstances. 8.5 describe the methods of recording and reporting any unplanned circumstances. 8.6 explain ways information relating to unplanned circumstances can be passed on to the people affected.

Learning outcome
The learner will: 9. organise the designated work area for operational purposes and communicate to the workforce.
Assessment criteria
The learner can: 9.1 manage/supervise the designated work area for operational purposes for at least five of the following: <ul style="list-style-type: none"> a. safe storage b. temporary works c. environmental considerations d. plant and/or equipment e. temporary services f. access and egress g. security h. continued use by occupiers i. welfare facilities. 9.2 inform relevant workforce of the designated work area for operational purposes. 9.3 explain the methods and techniques used for passing on information about the designated work area to the workforce. 9.4 explain different ways of organising/arranging the designated work area for operational purposes.

Learning outcome
The learner will: 10. organise the storage and use of materials and equipment so that handling and movement is efficient and wastage is minimised.
Assessment criteria
The learner can: 10.1 plan and arrange the safe storage and efficient use of for materials and equipment relevant to the occupational work environment in accordance with current statutory and organisational requirements. 10.2 plan and arrange material handling and movement to enable minimum handling, movement and waste. 10.3 explain the factors, methods and considerations needed to organise the efficient storage and use of materials and equipment.

Unit 374 **Co-ordinating and organising work operations in the workplace**

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated.

Unit 375

Monitoring progress of work against schedules in the workplace

Level:	3
GLH:	30
Aim:	The aim of this unit is to provide the learner with the skills and knowledge to confirm and allocate the use of plant, machinery or equipment on the job, adopt safe and healthy working practices, monitor the use of plant, machinery or equipment ensure that plant, machinery or equipment is operated safely and without risk to self and others and to perform a supervisory role.

Learning outcome
The learner will: 1. monitor progress of planned programmes against work schedules
Assessment criteria
The learner can: 1.1 monitor progress against the work schedule using the following methodologies a. discussion b. observation c. calculation d. measuring 1.2 record and provide regular reports to the managers on the programmes progress. 1.3 describe how to source information from the work schedule. 1.4 explain how to monitor and report progress of the planned programme by observation, calculation and measuring. 1.5 describe how the methods used to monitor progress, informed the report provided to managers, customers and/or representative, contractors or suppliers.

Learning outcome
The learner will: 2. identify, record and report inappropriate specified resources and suggest suitable alternatives.
Assessment criteria
The learner can: 2.1 establish, record and report inappropriate and inadequate resources selected for the project. 2.2 advise managers of suitable alternative resources. 2.3 give examples of inadequate and inappropriate resources, relating to: a. people b. tools and ancillary equipment c. materials d. time e. information. 2.4 describe how to identify and record inadequate or inappropriate resources relating to people, tools and ancillary equipment, materials, time and information. 2.5 explain the different methods and techniques used to inform managers about inadequate or inappropriate resources. 2.6 explain the organisational procedure for suggesting and specifying alternative resources.

Learning outcome
The learner will: 3. identify and quantify deviations from planned progress which have or may occur, and which could alter the programme.
Assessment criteria
the learner can: 3.1 determine and analyse work completed or projected work to be done. 3.2 compare work completed or projected work against given schedules to identify deviations relative to the project plan. 3.3 record and report identified and quantified deviations or confirm programme is on schedule. 3.4 explain the methods that can be used to identify, record and report deviations from planned progress, in relation to: a. resource shortages b. design problems and constraints c. lack of essential construction information d. construction errors e. adverse weather f. physical (workplace) constraints. 3.5 describe how any deviations from the planned progress could alter the programme, in relation to: a. action lists b. method statements c. work costs. 3.6 explain how to quantify any deviations from planned progress in regards to the methods of work and any implication on resources.

Learning outcome
The learner will: 4. confirm the circumstances of any deviations, seek advice and implement appropriate corrective actions.
Assessment criteria
The learner can: 4.1 analyse, record and report the corrective actions required to maintain the project schedule. 4.2 seek advice, plan and implement agreed corrective actions. 4.3 describe the methods used to confirm the circumstances of any deviations 4.4 explain how to seek advice, plan and implement corrective actions in circumstances of any deviations, in relation to: a. restoring progress in accordance with agreed programme b. agreeing new completion dates c. securing additional resources d. altering planned work.

Learning outcome
The learner will: 5. identify and report options which may help the contract progress.
Assessment criteria
The learner can: 5.1 establish and record suitable options to the work schedule which are likely to help the contract's progress. 5.2 report the identified options that can assist contractual progress. 5.3 explain how to record and report the options which are most likely to help the contract progress including recommendations for changes and resource needs relating to people, tools and ancillary equipment, materials, time and information. 5.4 describe the different methods and techniques used to communicate information about the projects progress to line management, customer and/or representative and suppliers.

Learning outcome
The learner will: 6. report progress, any changes to the operational programme and resource needs.
Assessment criteria
The learner can: 6.1 collect and confirm information on the project's progress against project specifications. 6.2 report project progress and recommended options for changes and resource needs. 6.3 describe how to inform line management, customer and/or representatives, contractors and suppliers on the actions needed to be taken to maintain or improve project progress. 6.4 explain why and when line management, customer and/or representatives, contractors and suppliers should be informed about progress, any changes to the operational programme and resource needs, relating to people, tools and ancillary equipment, materials, time and information, which could help advance the contract's progress.

Unit 375 Monitoring progress of work against schedules in the workplace

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated.

Unit 376

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

Level:	3
GLH:	80
Aim:	The aim of this unit is to provide the learner with the skills and knowledge to confirm and allocate the use of plant, machinery or equipment on the job , adopt safe and healthy working practices, monitor the use of plant, machinery or equipment ensure that plant, machinery or equipment is operated safely and without risk to self and others and to perform a supervisory role.

Learning outcome
The learner will: 1. confirm the plant, machinery, equipment or vehicles for the workplace and allocate them to the operations.
Assessment criteria
The learner can: 1.1 identify and allocate the plant, machinery, equipment or vehicles and produce records verifying that they are appropriate for the work being undertaken. 1.2 explain how to check that the plant, machinery, equipment or vehicles are appropriate for use in the workplace and allocate to suitable operations.

Learning outcome
The learner will: 2. ensure compliance with current health and safety information and implement safe working practices and other safeguards to minimise risks involving the use of plant, machinery, equipment or vehicles.
Assessment criteria
The learner can: 2.1 carry out and record assessments on plant, machinery, equipment or vehicles to identify the health and safety risks associated with their use. 2.2 implement and enforce safe working practices and other safeguards for the work being undertaken. 2.3 carry out appropriate checks to verify that the operator holds the relevant authorisation to operate the plant, machinery, equipment or vehicle. 2.4 explain how to identify the health and safety risks associated with plant, machinery, equipment and vehicles in relation to: a. operators b. other personnel in the workplace c. members of the public d. workplace visitors e. owners of adjoining property f. environment. 2.5 explain the methods used to assess any health and safety risks relating to plant, machinery, equipment or vehicles and in relation to the working being undertaken. 2.6 describe the measures that should be implemented to ensure safe working practices and other safeguards to minimise risks.

Learning outcome
The learner will: 3. report when plant, machinery, equipment or vehicles, or their operator are unsuitable for use in the workplace when allocating and monitoring.
Assessment criteria
The learner can: 3.1 record and provide a report detailing how the decision was reached and what alternatives were suggested when plant, machinery, equipment or vehicles were deemed unsuitable for the work being undertaken. 3.2 explain the methods used to record and report when plant, machinery, equipment, vehicles, or their operator are unsuitable for use within the workplace, in regards to failing to meet: a. operational efficiency b. health and safety c. competence requirements d. reliability e. usage requirements.

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

Learning outcome
The learner will: 5. monitor and ensure all checks on plant, machinery, equipment or vehicles are carried out in accordance with organisational requirements
Assessment criteria
The learner can: 5.1 monitor, record and report on how specified checks, including those for operational efficiency, were carried out on plant, machinery, equipment or vehicles in accordance with current organisational and manufacturers' requirements. 5.2 explain how to monitor and ensure that all the specified checks on the plant, machinery, equipment or vehicles, including those for operational efficiency, were carried out to comply with current organisational and manufactures' requirements

Learning outcome
<p>The learner will:</p> <p>6. monitor completion dates and report when plant, machinery, equipment or vehicles have completed working activities and are no longer required.</p>
Assessment criteria
<p>The learner can:</p> <p>6.1 record and report the information which supports the decision made to return plant, machinery, equipment or vehicles following the completion of the work.</p> <p>6.2 explain the methods used to inform relevant line managers, specialist or suppliers when plant, machinery, equipment or vehicles are no longer required.</p> <p>6.3 summarise the types of information given to line managers, specialist or suppliers when arranging for the return of plant, machinery, equipment or vehicles.</p> <p>6.4 explain why line managers, specialist or suppliers should be informed promptly when plant, machinery, equipment or vehicles are no longer required.</p>

Unit 376 Allocating and monitoring the use of plant, machinery, equipment or vehicles in the workplace

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated.

Unit 377

Confirming work meets quality standards in the workplace

Level:	3
GLH:	50
Aim:	To provide the learner with the skills and knowledge required to interpret information for quality standards of the work being carried out, implement checks on the quality of work, confirm work meets with quality standards, perform a supervisory role

Learning outcome
The learner will: 1. source information, implement contractual, industry and manufacturers' standards and allocate responsibilities.
Assessment criteria
The learner can: 1.1 source information applicable to the occupational work environment and implement contractual, industry and manufacturers' standards relevant to project requirements. 1.2 allocate specific responsibilities to ensure the work is carried out to the specified standards. 1.3 explain how to source the contractual, industry and manufacturers' standards applicable to the occupational work environment from current statutory requirements, project specifications, british standards, codes of practices, current organisational standards, good working practices, manufacturers; information, operator's instructions, environmental information and warranties. 1.4 describe the various methods for allocating responsibilities for the contractual, industry and manufacturers' standards to the workforce, suppliers and project team during the programme.

Learning outcome
The learner will: 2. regularly check that work conforms to the design requirements and the specified contractual, industry and manufacturers' standards.
Assessment criteria
The learner can: 2.1 carry out regular inspections and implement control procedures within the occupational work environment 2.2 compare inspection results to establish conformity with the design requirements and the specified contractual, industry and manufacturers' standards. 2.3 record comparisons and provide regular reports to confirm conformity/non-conformity to the contractual, industry and manufacturers' standards. 2.4 explain the methods used to check that the work, methods of work, materials and their uses, conform to the design requirements and specified contractual, industry and manufacturers' standards.

Learning outcome
The learner will: 3. identify work that fails to meet the required contractual, industry and manufacturers' standards and implement corrective action.
Assessment criteria
The learner can: 3.1 identify and report work which fails to meet required contractual, industry and manufacturers' standards. 3.2 plan, record and implement the required action needed to correct work which does not meet the specified contractual, industry and manufacturers' standards. 3.3 explain the techniques and methods used to identify work that has failed to meet contractual, industry and manufacturers' standards. 3.4 describe the various methods for implementing corrective actions to work which does not meet contractual, industry and manufacturers' standards.

Learning outcome
The learner will: 4. identify and inform managers about variations between contractual, industry and manufacturers' standards.
Assessment criteria
The learner can: 4.1 record and report any identified variations between the contractual, industry and manufacturers' standards. 4.2 record and notify managers, using suitable formats that comply with organisational procedures, on the agreed corrections undertaken. 4.3 describe the methods used to inform managers about variations between the contractual, industry and manufacturers' standards. 4.4 explain when action should be taken on variations between contractual, industry and manufacturers' standards relative to the occupational work environment.

Unit 377

Confirming work meets quality standards in the workplace

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated.

Unit 378

Implementing procedures to support team performance in the workplace

Level:	3
GLH:	50
Aim:	To provide the learner with the skills and knowledge required to interpret information, support team and/or individual members to improve performance and deal with problems, follow organisational disciplinary and grievance procedures and perform a supervisory role

Learning outcome
The learner will: 1. identify and record performance and bring directly to the attention of the team member concerned.
Assessment criteria
The learner can: 1.1 inspect and monitor work undertaken by team members and evaluate performance against project requirements and organisational performance measures. 1.2 advise team members of possible non-compliances in performance in accordance with organisational personnel procedures. 1.3 record and report any discussions held with team members relating to issues and concerns which are affecting their performance. 1.4 acknowledge good performance and provide related feedback to team members. 1.5 explain how to monitor, measure and evaluate the performance of your team in accordance with organisational requirements. 1.6 explain why it is important to acknowledge good performance with team members. 1.7 explain why it is important to identify any unsatisfactory performance. 1.8 explain why poor performance of a team member should be brought promptly and directly to their attention.

Learning outcome
The learner will: 2. provide team members with the opportunity to discuss actual or potential issues and concerns affecting their performance.
Assessment criteria
The learner can: 2.1 facilitate discussions with team members about any issues and concerns affecting their performance. 2.2 describe typical types of issues and concerns that may arise from work-related and/or personal factors. 2.3 explain the methods and techniques used to encourage and enable members to talk frankly about any issues and concerns. 2.4 explain why it is important to provide opportunities for team members to discuss issues and concerns.

Learning outcome
The learner will: 3. agree with team members a course of action which is appropriate, timely and effective.
Assessment criteria
The learner can: 3.1 identify and discuss possible courses of action that meet the needs (where possible) of the individual and the organisation to overcome any issues and concerns which are affecting performance. 3.2 make recommendations to the team member to develop and improve their work performance. 3.3 record and agree a course of action with the team member which conforms to organisational procedures and report to managers. 3.4 describe how to source and provide appropriate responses to team member issues and concerns. 3.5 describe the methods used to make recommendations for improvements and development of individuals and the team. 3.6 explain how to monitor the individual's performance to confirm the agreed actions are being implemented and are effective.

Learning outcome

The learner will:

4. ensure team members are aware of information regarding disciplinary and grievance procedures

Assessment criteria

The learner can:

- 4.1 discuss issues that may give rise to disciplinary and grievance procedures through team briefings.
- 4.2 give reasons for maintaining confidentiality when dealing with disciplinary and grievance procedures.
- 4.3 explain who may and may not receive information from disciplinary and/or grievance procedures.
- 4.4 describe the possible consequences should the wrong people be informed, in regards to:
 - a. the organisation
 - b. individuals rights
 - c. equality and diversity
 - d. development opportunities.
- 4.5 describe methods used to keep records of issues that may give rise to disciplinary and grievance procedures that have been discussed in team meetings.

Unit 378 **Implementing procedures to support team performance in the workplace**

Supporting information

Guidance

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

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

Workplace evidence of skills cannot be simulated.

Unit 379

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

Level:	3
GLH:	30
Aim:	To provide the learners with the skills and knowledge required to co-ordinate and communicate information with work colleagues, select, use and maintain measuring and recording equipment, confirm and measure dimensional control requirements of the work and perform a supervisory role.

Learning outcome
The learner will: 1. co-ordinate with and communicate the dimensional control information to work colleagues.
Assessment criteria
The learner can: 1.1 source accurate dimensional control information to allow the work being carried out to be positioned, lined and levelled. 1.2 record and report the dimensional control information provided to work colleagues to allow conformance with contract specifications. 1.3 explain different methods of co-ordinating with work colleagues in order to enable them to position, line and level the work. 1.4 explain the different methods of communicating dimensional control information to work colleagues.

Learning outcome
The learner will: 2. confirm and measure dimensional controls and maintain them to the specified work requirements.
Assessment criteria
The learner can: 2.1 identify, confirm and record a range of dimensional controls, setting out points, lines and profiles to meet contract specifications. 2.2 maintain accurate dimensional controls, setting out points, lines and profile in accordance with contract specifications. 2.3 explain the different methods of measuring and recording the following dimensional controls and setting out points, lines and profiles: a. lines b. levels c. angles d. distances e. curves f. calibrations g. tolerances. 2.4 describe different methods of confirming and maintaining dimensional control, setting out points, lines and profiles.

Learning outcome
The learner will: 3. check and ensure measuring and recording equipment meets the specified tolerances
Assessment criteria
The learner can: 3.1 undertake and record the checks made to a range of measuring and recording equipment relative to the occupational work environment or project type. 3.2 explain the methods used to check mechanical, optical and electronic measuring and recording equipment applicable to the occupational area.

Learning outcome

The learner will:

4. identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements.

Assessment criteria

The learner can:

- 4.1 identify and report the circumstances and conditions that result in possible deviations in dimensional controls on a range of work being undertaken.
- 4.2 plan, record and implement corrective action that allows the work to meet project requirements.
- 4.3 describe the methods used to identify and report deviations in position, line and level, arising from:
 - a. transfer of lines and levels
 - b. use of wrong lines and levels.
- 4.4 explain the different methods of reporting and correcting deviations in position, line and level to meet work requirements.
- 4.5 explain how to identify and record circumstances and conditions that may affect and require revisions to the dimensional controls in relation to:
 - a. land
 - b. water
 - c. obstacles
 - d. climate variation
 - e. live conditions
 - f. utilities
 - g. health and safety.

Unit 379 **Co-ordinating and confirming the dimensional control requirements of the work in the workplace**

Supporting information

Guidance

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

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds Group

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