

# Level 4 NVQ Diploma in Construction Site Supervision (Construction) (6577)

September 2018 Version 1.2



## Qualification at a glance

<b>Subject area</b>	<b>Construction</b>
<b>City &amp; Guilds number</b>	6577
<b>Age group approved</b>	18+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio of evidence
<b>Support materials</b>	Qualification handbook Candidate logbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 4 NVQ Diploma in Construction Site Supervision (Building and Civil Engineering) (Construction)	360	1230	6577-01	601/1899/4
Level 4 NVQ Diploma in Construction Site Supervision (Highways and Maintenance Repair) (Construction)	360	1230	6577-02	601/1899/4
Level 4 NVQ Diploma in Construction Site Supervision (Residential Development) (Construction)	360	1230	6577-03	601/1899/4
Level 4 NVQ Diploma in Construction Site Supervision (Conservation) (Construction)	360	1230	6577-04	601/1899/4
Level 4 NVQ Diploma in Construction Site Supervision (Demolition) (Construction)	360	1230	6577-05	601/1899/4
Level 4 NVQ Diploma in Construction Site Supervision (Tunnelling) (Construction)	360	1230	6577-06	601/1899/4

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 September 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Appendix
1.2 September 2018	Removed UAN's and Credits	All units
	Unit Content updated in line with CITB qualification structure	Unit 210v2 (Unit 501) and Unit 724 (Unit 370)



# Contents

<b>1</b>	<b>Introduction</b>	<b>6</b>
	Structure	7
<b>2</b>	<b>Centre requirements</b>	<b>20</b>
	Approval	20
	Resource requirements	20
	Continuing Professional Development (CPD)	21
	Learner entry requirements	21
<b>3</b>	<b>Delivering the qualification</b>	<b>22</b>
	Initial assessment and induction	22
	Support materials	22
	Recording documents	22
<b>4</b>	<b>Assessment</b>	<b>23</b>
	Assessment of the qualification	23
	Aspects to be assessed through performance in the workplace	23
<b>5</b>	<b>Units</b>	<b>24</b>
<b>Unit 361</b>	<b>Maintaining supplies of materials to meet project requirements in the workplace</b>	<b>25</b>
<b>Unit 362</b>	<b>Implementing communication systems for construction projects in the workplace</b>	<b>29</b>
<b>Unit 363</b>	<b>Maintaining the dimensional accuracy of work in the workplace</b>	<b>33</b>
<b>Unit 364</b>	<b>Contributing to the control of work quantities and costs in the workplace</b>	<b>36</b>
<b>Unit 365</b>	<b>Co-ordinating preparation work for site or lifting operations in the workplace</b>	<b>40</b>
<b>Unit 366</b>	<b>Managing personal professional development in the workplace</b>	<b>46</b>
<b>Unit 368</b>	<b>Supervising highways maintenance or repair activities in the workplace</b>	<b>50</b>
<b>Unit 369</b>	<b>Supervising demolition activities in the workplace</b>	<b>55</b>
<b>Unit 370</b>	<b>Supervising tunnelling activities in the workplace</b>	<b>60</b>
<b>Unit 371</b>	<b>Supervising historical conservation/restoration activities in the workplace</b>	<b>66</b>
<b>Unit 403</b>	<b>Identifying and enabling learning opportunities for given work teams in the workplace</b>	<b>70</b>
<b>Unit 404</b>	<b>Maintaining systems for health, safety, welfare and environmental protection in the workplace</b>	<b>74</b>
<b>Unit 405</b>	<b>Assessing and recommending work methods for carrying out site operations in the workplace</b>	<b>78</b>
<b>Unit 406</b>	<b>Planning work activities and resources to meet work requirements in the workplace</b>	<b>82</b>

<b>Unit 407</b>	<b>Co-ordinating and organising the control of work in the workplace</b>	<b>87</b>
<b>Unit 408</b>	<b>Controlling work progress against agreed programmes in the workplace</b>	<b>91</b>
<b>Unit 409</b>	<b>Allocating and monitoring the use of plant, equipment or machinery in the workplace</b>	<b>96</b>
<b>Unit 410</b>	<b>Controlling work against agreed standards in the workplace</b>	<b>102</b>
<b>Unit 412</b>	<b>Handing over property to recipients following construction or maintenance related activities in the workplace</b>	<b>107</b>
<b>Unit 501</b>	<b>Developing and maintaining good occupational working relationships in the workplace</b>	<b>112</b>
<b>Unit 502</b>	<b>Providing and monitoring construction-related customer service in the workplace</b>	<b>116</b>
<b>Unit 503</b>	<b>Allocating work and checking people's performance in the workplace</b>	<b>121</b>
<b>Unit 504</b>	<b>Contributing to the identification of work teams in the workplace</b>	<b>125</b>
<b>Unit 814</b>	<b>Planning highways maintenance or repair activities in the workplace</b>	<b>129</b>
<b>Unit 817</b>	<b>Planning historical conservation/restoration activities in the workplace</b>	<b>133</b>
<b>Unit 818</b>	<b>Planning demolition activities in the workplace</b>	<b>137</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>141</b>



# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who is the qualification for?	It is for learners who work or want to work as Construction Site Supervisors in the Construction sector.
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the Construction sector.
What opportunities for progression are there?	It allows learners to progress into employment.

## Structure

To achieve the **Level 4 NVQ Diploma in Construction Site Supervision (Construction) (Building and Civil Engineering) (6577-01)**, the learner must achieve a total of **127** credits from the mandatory units in the table below.

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit title</b>	<b>Credits</b>	<b>GLH</b>
361	D/600/7518	3	Maintaining supplies of materials to meet project requirements in the workplace	8	20
362	Y/600/7520	3	Implementing communication systems for construction projects in the workplace	7	20
363	D/600/7521	3	Maintaining the dimensional accuracy of work in the workplace	8	30
364	J/600/7531	3	Contributing to the control of work quantities and costs in the workplace	9	30
365	H/600/7536	3	Co-ordinating preparation work for site or lifting operations in the workplace	8	20
404	D/504/8544	4	Maintaining systems for health, safety, welfare and environmental protection in the workplace	8	30
405	K/504/8546	4	Assessing and recommending work methods for carrying out site operations in the workplace	11	40
406	M/504/8547	4	Planning work activities and resources to meet work requirements in the workplace	12	40
407	T/504/8548	4	Co-ordinating and organising the control of work in the workplace	12	40
408	A/504/8549	4	Controlling work progress against agreed programmes in the workplace	9	30
409	M/504/8550	4	Allocating and monitoring the use of plant, equipment or machinery in the workplace	9	30
410	T/504/8551	4	Controlling work against agreed standards in the workplace	9	30
501	M/503/2915	5	Developing and maintaining good occupational working relationships in the workplace	8	27
503	D/600/7552	5	Allocating work and checking people's performance in the workplace	9	20

To achieve the **Level 4 NVQ Diploma in Construction Site Supervision (Construction) (Highways and Maintenance Repair) (6577-02)**, the learner must achieve:

- **116** credits from the mandatory units, and
- a minimum of **15** credits from at least **two** of the optional units listed in the table below.

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
<b>Mandatory</b>					
361	D/600/7518	3	Maintaining supplies of materials to meet project requirements in the workplace	8	20
366	M/600/7538	3	Managing personal professional development in the workplace	7	10
368	T/600/7556	3	Supervising highways maintenance or repair activities in the workplace	12	30
403	A/504/8552	4	Identifying and enabling learning opportunities for given work teams in the workplace	7	20
404	D/504/8544	4	Maintaining systems for health, safety, welfare and environmental protection in the workplace	8	30
405	K/504/8546	4	Assessing and recommending work methods for carrying out site operations in the workplace	11	40
406	M/504/8547	4	Planning work activities and resources to meet work requirements in the workplace	12	40
407	T/504/8548	4	Co-ordinating and organising the control of work in the workplace	12	40
408	A/504/8549	4	Controlling work progress against agreed programmes in the workplace	9	30
409	M/504/8550	4	Allocating and monitoring the use of plant, equipment or machinery in the workplace	9	30

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
410	T/504/8551	4	Controlling work against agreed standards in the workplace	9	30
814	M/600/7555	6	Planning highways maintenance or repair activities in the workplace	12	30
<b>Optional</b>					
362	Y/600/7520	3	Implementing communication systems for construction projects in the workplace	7	20
363	D/600/7521	3	Maintaining the dimensional accuracy of work in the workplace	8	30
364	J/600/7531	3	Contributing to the control of work quantities and costs in the workplace	9	30
501	M/503/2915	5	Developing and maintaining good occupational working relationships in the workplace	8	27
502	F/600/7558	5	Providing and monitoring construction-related customer service in the workplace	8	30
503	D/600/7552	5	Allocating work and checking people's performance in the workplace	9	20
504	K/600/7554	5	Contributing to the identification of work teams in the workplace	8	20

To achieve the **Level 4 NVQ Diploma in Construction Site Supervision (Construction) (Residential Development) (6577-03)**, the learner must achieve:

- **109** credits from the mandatory units, and
- a minimum of **14** credits from a minimum of **two** of the optional units listed in the table below.

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
<b>Mandatory</b>					
361	D/600/7518	3	Maintaining supplies of materials to meet project requirements in the workplace	8	20
362	Y/600/7520	3	Implementing communication systems for construction projects in the workplace	7	20
363	D/600/7521	3	Maintaining the dimensional accuracy of work in the workplace	8	30
404	D/504/8544	4	Maintaining systems for health, safety, welfare and environmental protection in the workplace	8	30
405	K/504/8546	4	Assessing and recommending work methods for carrying out site operations in the workplace	11	40
406	M/504/8547	4	Planning work activities and resources to meet work requirements in the workplace	12	40
407	T/504/8548	4	Co-ordinating and organising the control of work in the workplace	12	40
408	A/504/8549	4	Controlling work progress against agreed programmes in the workplace	9	30
409	M/504/8550	4	Allocating and monitoring the use of plant, equipment or machinery in the workplace	9	30
410	T/504/8551	4	Controlling work against agreed standards in the workplace	9	30
412	J/504/8554	4	Handing over property to recipients following construction or maintenance related activities in the workplace	8	20

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
502	F/600/7558	5	Providing and monitoring construction-related customer service in the workplace	8	30
	<b>Optional</b>				
364	J/600/7531	3	Contributing to the control of work quantities and costs in the workplace	9	30
365	H/600/7536	3	Co-ordinating preparation work for site or lifting operations in the workplace	8	20
366	M/600/7538	3	Managing personal professional development in the workplace	7	10
403	A/504/8552	4	Identifying and enabling learning opportunities for given work teams in the workplace	7	20
501	M/503/2915	5	Developing and maintaining good occupational working relationships in the workplace	8	27
503	D/600/7552	5	Allocating work and checking people's performance in the workplace	9	20
504	K/600/7554	5	Contributing to the identification of work teams in the workplace	8	20

To achieve the **Level 4 NVQ Diploma in Construction Site Supervision (Construction) (Conservation) (6577-04)**, the learner must achieve:

- **117** credits from the mandatory units, and
- a minimum of **14** credits from at least **two** of the optional units, listed in the table below.

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
	<b>Mandatory</b>				
361	D/600/7518	3	Maintaining supplies of materials to meet project requirements in the workplace	8	20
362	Y/600/7520	3	Implementing communication systems for construction projects in the workplace	7	20
363	D/600/7521	3	Maintaining the dimensional accuracy of work in the workplace	8	30
371	A/600/7560	3	Supervising historical conservation/restoration activities in the workplace	12	30
404	D/504/8544	4	Maintaining systems for health, safety, welfare and environmental protection in the workplace	8	30
405	K/504/8546	4	Assessing and recommending work methods for carrying out site operations in the workplace	11	40
406	M/504/8547	4	Planning work activities and resources to meet work requirements in the workplace	12	40
407	T/504/8548	4	Co-ordinating and organising the control of work in the workplace	12	40
408	A/504/8549	4	Controlling work progress against agreed programmes in the workplace	9	30
409	M/504/8550	4	Allocating and monitoring the use of plant, equipment or machinery in the workplace	9	30
410	T/504/8551	4	Controlling work against agreed standards in the workplace	9	30
817	J/600/7559	6	Planning historical conservation/restoration activities in the workplace	12	30

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
	<b>Optional</b>				
364	J/600/7531	3	Contributing to the control of work quantities and costs in the workplace	9	30
365	H/600/7536	3	Co-ordinating preparation work for site or lifting operations in the workplace	8	20
366	M/600/7538	3	Managing personal professional development in the workplace	7	10
369	L/600/7563	3	Supervising demolition activities in the workplace	12	50
403	A/504/8552	4	Identifying and enabling learning opportunities for given work teams in the workplace	7	20
412	J/504/8554	4	Handing over property to recipients following construction or maintenance related activities in the workplace	8	20
501	M/503/2915	5	Developing and maintaining good occupational working relationships in the workplace	8	27
502	F/600/7558	5	Providing and monitoring construction-related customer service in the workplace	8	30
503	D/600/7552	5	Allocating work and checking people's performance in the workplace	9	20
504	K/600/7554	5	Contributing to the identification of work teams in the workplace	8	20
818	F/600/7561	6	Planning demolition activities in the workplace	12	50

To achieve the **Level 4 NVQ Diploma in Construction Site Supervision (Construction) (Demolition) (6577-05)**, the learner must achieve:

- **102** credits from the mandatory units, and
- a minimum of **29** credits from at least **four** of the optional units listed in the table below.

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
<b>Mandatory</b>					
369	L/600/7563	3	Supervising demolition activities in the workplace	12	50
404	D/504/8544	4	Maintaining systems for health, safety, welfare and environmental protection in the workplace	8	30
405	K/504/8546	4	Assessing and recommending work methods for carrying out site operations in the workplace	11	40
406	M/504/8547	4	Planning work activities and resources to meet work requirements in the workplace	12	40
407	T/504/8548	4	Co-ordinating and organising the control of work in the workplace	12	40
408	A/504/8549	4	Controlling work progress against agreed programmes in the workplace	9	30
409	M/504/8550	4	Allocating and monitoring the use of plant, equipment or machinery in the workplace	9	30
501	M/503/2915	5	Developing and maintaining good occupational working relationships in the workplace	8	27
503	D/600/7552	5	Allocating work and checking people's performance in the workplace	9	20
818	F/600/7561	6	Planning demolition activities in the workplace	12	50
<b>Optional</b>					
361	D/600/7518	3	Maintaining supplies of materials to meet project requirements in the workplace	8	20
362	Y/600/7520	3	Implementing communication systems for construction projects in the workplace	7	20
363	D/600/7521	3	Maintaining the dimensional accuracy of work in the workplace	8	30

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
365	H/600/7536	3	Co-ordinating preparation work for site or lifting operations in the workplace	8	20
366	M/600/7538	3	Managing personal professional development in the workplace	7	10
403	A/504/8552	4	Identifying and enabling learning opportunities for given work teams in the workplace	7	20
410	T/504/8551	4	Controlling work against agreed standards in the workplace	9	30
412	J/504/8554	4	Handing over property to recipients following construction or maintenance related activities in the workplace	8	20
504	K/600/7554	5	Contributing to the identification of work teams in the workplace	8	20

To achieve the **Level 4 NVQ Diploma in Construction Site Supervision (Construction) (Tunnelling) (6577-06)**, the learner must achieve:

- **116** credits from the mandatory units, and
- a minimum of **14** credits from at least **two** of the optional units in the table below.

<b>Unit No</b>	<b>UAN</b>	<b>Unit level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
	Mandatory				
361	D/600/7518	3	Maintaining supplies of materials to meet project requirements in the workplace	8	20
364	J/600/7531	3	Contributing to the control of work quantities and costs in the workplace	9	30
370	T/503/0132	3	Supervising tunnelling activities in the workplace	12	40
404	D/504/8544	4	Maintaining systems for health, safety, welfare and environmental protection in the workplace	8	30
405	K/504/8546	4	Assessing and recommending work methods for carrying out site operations in the workplace	11	40
406	M/504/8547	4	Planning work activities and resources to meet work requirements in the workplace	12	40
407	T/504/8548	4	Co-ordinating and organising the control of work in the workplace	12	40
408	A/504/8549	4	Controlling work progress against agreed programmes in the workplace	9	30
409	M/504/8550	4	Allocating and monitoring the use of plant, equipment or machinery in the workplace	9	30
410	T/504/8551	4	Controlling work against agreed standards in the workplace	9	30
501	M/503/2915	5	Developing and maintaining good occupational working relationships in the workplace	8	27
503	D/600/7552	5	Allocating work and checking people's performance in the workplace	9	20

<b>Unit No</b>	<b>UAN</b>	<b>Unit level</b>	<b>Unit Title</b>	<b>Credits</b>	<b>GLH</b>
	<b>Optional</b>				
362	Y/600/7520	3	Implementing communication systems for construction projects in the workplace	7	20
363	D/600/7521	3	Maintaining the dimensional accuracy of work in the workplace	8	30
365	H/600/7536	3	Co-ordinating preparation work for site or lifting operations in the workplace	8	20
366	M/600/7538	3	Managing personal professional development in the workplace	7	10
403	A/504/8552	4	Identifying and enabling learning opportunities for given work teams in the workplace	7	20
504	K/600/7554	5	Contributing to the identification of work teams in the workplace	8	20

## Elective units

The learner may achieve additional credits from the elective units in the table below. However, where the unit does not appear in the chosen pathway's structure, the credits achieved will **not** count towards the qualification.

<b>Unit</b>	<b>UAN</b>	<b>Level</b>	<b>Unit title</b>	<b>Credits</b>	<b>GLH</b>
364	J/600/7531	3	Contributing to the control of work quantities and costs in the workplace	9	30
365	H/600/7536	3	Co-ordinating preparation work for site or lifting operations in the workplace	8	20
366	M/600/7538	3	Managing personal professional development in the workplace	7	10
368	T/600/7556	3	Supervising highways maintenance or repair activities in the workplace	12	30
369	L/600/7563	3	Supervising demolition activities in the workplace	12	50
370	T/503/0132	3	Supervising tunnelling activities in the workplace	12	40
371	A/600/7560	3	Supervising historical conservation/restoration activities in the workplace	12	30
403	A/504/8552	4	Identifying and enabling learning opportunities for given work teams in the workplace	7	20
412	J/504/8554	4	Handing over property to recipients following construction or maintenance related activities in the workplace	8	20
502	F/600/7558	5	Providing and monitoring construction-related customer service in the workplace	8	30
504	K/600/7554	5	Contributing to the identification of work teams in the workplace	8	20
814	M/600/7555	6	Planning highways maintenance or repair activities in the workplace	12	30
817	J/600/7559	6	Planning historical conservation/restoration activities in the workplace	12	30
818	F/600/7561	6	Planning demolition activities in the workplace	12	50

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 4 NVQ Diploma in Construction Site Supervision (Building and Civil Engineering) (Construction)	360	1230
Level 4 NVQ Diploma in Construction Site Supervision (Highways and Maintenance Repair) (Construction)	360	1230
Level 4 NVQ Diploma in Construction Site Supervision (Residential Development) (Construction)	360	1230
Level 4 NVQ Diploma in Construction Site Supervision (Conservation) (Construction)	360	1230
Level 4 NVQ Diploma in Construction Site Supervision (Demolition) (Construction)	360	1230
Level 4 NVQ Diploma in Construction Site Supervision (Tunnelling) (Construction)	360	1230



## 2 Centre requirements

### Approval

The approval process for Construction qualifications is available at our website. Please visit [www.cityandguilds.com/construction](http://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, e.g. 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 Regulated Qualification Framework (RQF), 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.

### **Age restrictions**

City & Guilds cannot accept any registrations for learners under 18 as this qualification is not approved for under 18s.



### 3 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	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Qualification approval form	<a href="http://www.cityandguilds.com/construction">www.cityandguilds.com/construction</a>

#### 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](http://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.



## 4 Assessment

### **Assessment of the qualification**

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6577 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.



## 5 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
- notes for guidance.

## Unit 361

# Maintaining supplies of materials to meet project requirements in the workplace

<b>Level:</b>	3
<b>GLH:</b>	20

<b>Learning outcome</b>
The learner will: 1. supervise the storage and use of materials and components so that material handling and movement is efficient and wastage minimised.
<b>Assessment criteria</b>
The learner can: 1.1 implement systems that allow the safe and efficient storage and usage of the following materials and components: a. raw materials b. manufactured materials c. components d. prefabricated systems 1.2 ensure that materials and components are handled and moved safely and efficiently, and that wastage is minimised. 1.3 explain possible methods and procedures for supervising storage area and facilities for material supplies to be effective for the project. 1.4 describe how to minimise material and component handling, movement and wastage.

<b>Learning outcome</b>
The learner will: 2. calculate and keep accurate records of deliveries and stock position and pass the information on to decision makers.
<b>Assessment criteria</b>
The learner can: 2.1 maintain stock control records with calculations and pass onto decision makers using either manual or electronic means. 2.2 describe different methods and techniques for calculating and keeping accurate records of deliveries and stock position. 2.3 give reasons why accurate records of deliveries, calculations and stock position should be made, and the implications if this is not done.

<b>Learning outcome</b>
The learner will: 3. identify and record problems with supply, discuss the information with material suppliers and pass on to decision makers.
<b>Assessment criteria</b>
The learner can: 3.1 establish and document at least four of the following problems with supply: <ul style="list-style-type: none"> <li>a. price</li> <li>b. quantity</li> <li>c. quality</li> <li>d. availability</li> <li>e. schedule of delivery</li> <li>f. life expectancy</li> <li>g. storage and handling facilities</li> <li>h. environmental issues</li> <li>i. sustainability</li> <li>j. health, safety and welfare issues</li> <li>k. transportation</li> <li>l. deterioration or damage</li> <li>m. loss and theft</li> <li>n. payment terms</li> <li>o. cash flow</li> <li>p. contract variations.</li> </ul> 3.2 describe different possible ways of identifying problems with supplies 3.3 explain methods and techniques of discussing material supply problems with suppliers 3.4 describe ways of passing on information about supply problems to decision makers.

<b>Learning outcome</b>
The learner will: 4. check stock records regularly and calculate what replacement stock will be needed.
<b>Assessment criteria</b>
The learner can: 4.1 examine stock record and calculations used to identify stock replacement 4.2 explain and give examples of how to calculate stock turnover for a project 4.3 describe how to check organisational stock records in order to calculate replacement stock.

<b>Learning outcome</b>
The learner will: 5. identify opportunities for improving the use of stock and stock turnover and recommend improvements to decision makers.
<b>Assessment criteria</b>
The learner can: 5.1 make recommendations to decision makers that could improve the use of stock and stock turnover 5.2 explain possible ways and means of identifying opportunities for improving the use of stock and stock turnover 5.3 describe methods and techniques to recommend improvements to decision makers.

## **Unit 361**            **Maintaining supplies of materials to meet project requirements in the workplace**

Supporting information

### **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 362

# Implementing communication systems for construction projects in the workplace

**Level:** 3

**GLH:** 20

### Learning outcome

The learner will:

1. implement organisational communication systems for projects.

### Assessment criteria

The learner can:

- 1.1 use organisational systems and comply with organisational requirements for communicating with, or for, at least four of the following:
  - a. site management
  - b. site or head office interface
  - c. contract administration
  - d. health, safety, welfare and environment
  - e. project team interfaces
  - f. sharing of project data
  - g. team working
  - h. clients, customers or their representatives
- 1.2 describe different methods, factors to be considered and techniques for implementing organisational communication systems for typical projects.

<b>Learning outcome</b>
The learner will: 2. maintain methods of communication, reporting, recording and retrieving information between people and organisations, that may have an interest, appropriate to the needs of the project.
<b>Assessment criteria</b>
The learner can: 2.1 maintain communication systems that confirms reporting, recording and retrieval of information between at least three of the following people or organisations: <ul style="list-style-type: none"> <li>a. clients, customers or their representatives</li> <li>b. consultants</li> <li>c. contractors</li> <li>d. sub-contractors</li> <li>e. third parties</li> <li>f. public utilities</li> <li>g. emergency services</li> <li>h. people working on site</li> <li>i. statutory authorities</li> </ul> 2.2 explain methods that can maintain communication between interested people and organisations on typical projects 2.3 describe the various methods of reporting, recording and retrieving various forms of information methods for typical projects 2.4 give reasons why methods of communication between interested people and organisations needs to be maintained.

<b>Learning outcome</b>
The learner will: 3. monitor organisational communication systems regularly for effectiveness.
<b>Assessment criteria</b>
The learner can: 3.1 undertake regular checks to ensure organisational communication systems are effective 3.2 describe different methods for monitoring organisational communication systems for effectiveness.

<b>Learning outcome</b>
The learner will: 4. Identify and investigate breakdowns in communication and take action to restore effective communication.
<b>Assessment criteria</b>
The learner can: 4.1 conduct investigations where breakdown in communication may have occurred using at least two of the following communication methods: a. oral b. written c. graphic d. electronic 4.2 implement corrective actions on systems where breakdown of communication has occurred 4.3 explain procedures and techniques used to monitor communication systems that can identify breakdowns in communication 4.4 explain how to take corrective actions where typical project communication systems have broken down 4.5 describe typical causes of communication breakdowns and ways to prevent re-occurrence.

<b>Learning outcome</b>
The learner will: 5. Set up systems to record and provide feedback on ways in which communication can be improved.
<b>Assessment criteria</b>
The learner can: 5.1 implement a feedback and recording system that allows improvements to communication systems to be suggested 5.2 explain possible methods and techniques to collect feedback on communication systems 5.3 describe how to use feedback to identify ways to improve communication.

# **Unit 362      Implementing communication systems for construction projects in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 363

## Maintaining the dimensional accuracy of work in the workplace

<b>Level:</b>	3
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Cskills

### Learning outcome

The learner will:

1. ensure the workforce is provided with sufficient clear and accurate information to enable them to position, align and/or level the work or loads.

### Assessment criteria

The learner can:

- 1.1 establish and inform relevant workers of specific dimensional information on at least four of the following:
  - a. lines (can include the placing of loads)
  - b. levels (can include load levels)
  - c. angles (can include lifting accessory angles)
  - d. distances
  - e. curves
  - f. positions
  - g. setting out points
  - h. loads
  - i. centres of gravity
- 1.2 explain methods and techniques of providing clear and accurate information on dimensional controls
- 1.3 describe how to ensure that dimensional information is sufficient
- 1.4 give reasons why it is important to provide clear information and implications for typical projects or operations if this is not done.

<b>Learning outcome</b>
The learner will: 2. observe and check dimensional controls and record results to meet quality standards.
<b>Assessment criteria</b>
The learner can: 2.1 undertake and conduct checks on work being carried out and compare to the quality standards provided for projects or operations 2.2 describe different ways of observing and checking dimensional controls on different projects or operations 2.3 explain methods to record results and ways of comparing results against given quality standards.

<b>Learning outcome</b>
The learner will: 3. Identify any deviations in positions, alignments or levels and take measures to promptly correct them.
<b>Assessment criteria</b>
The learner can: 3.1 establish any deviations from given standards for at least one of the following: a. transfer of lines and levels b. use of incorrect lines and levels c. calculations d. given information 3.2 undertake actions to rectify identified deviations on work being undertaken 3.3 explain methods and techniques of identifying deviations in dimensional control on typical projects or operations 3.4 give examples of and methods to correct dimensional deviations found on typical projects or operations.

<b>Learning outcome</b>
The learner will: 4. recommend revised work practices and procedures to minimise deviations and to allow for different circumstances and conditions.
<b>Assessment criteria</b>
The learner can: 4.1 suggest revisions to work practices and procedures after considering at least one of the following circumstances and conditions: a. environmental b. unforeseen c. planned 4.2 explain the methods and procedures that can be used to revise work practices 4.3 describe different ways and techniques of recommending revised procedures for work practices 4.4 give reasons why work procedures should be revised when deviation are found.

# **Unit 363**                    **Maintaining the dimensional accuracy of work in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 364

## Contributing to the control of work quantities and costs in the workplace

**Level:** 3

**GLH:** 30

### Learning outcome

The learner will:

1. implement appropriate works quantities and cost control systems able to provide early warnings of problems.

### Assessment criteria

The learner can:

- 1.1 apply one of the following works quantities and cost control systems on specified work activities:
  - a. contractual procedures and meetings
  - b. operational procedures and meetings
  - c. electronic recording
- 1.2 describe various ways for implementing works quantities and cost control systems
- 1.3 explain how to use organisational systems that can provide early warning of problems.

<b>Learning outcome</b>
The learner will: 2. regularly collect and record quantities and cost data, and pass on in time to people who need to use that data.
<b>Assessment criteria</b>
The learner can: 2.1 document quantities and costs for specified work activities relating to at least three of the following areas: <ul style="list-style-type: none"> <li>a. materials</li> <li>b. plant</li> <li>c. people</li> <li>d. sub-contractors</li> <li>e. day works</li> <li>f. programmes and schedules</li> </ul> 2.2 communicate quantities and cost data to relevant people and following organisational procedures 2.3 explain methods for collecting and recording quantities and cost data 2.4 describe methods and techniques for passing on quantities and cost data, to those needing to use the data, so it can be used in time 2.5 give reasons why quantities and cost data needs to be collected and recorded.

<b>Learning outcome</b>
The learner will: 3. identify opportunities for cost savings and recommend findings to people responsible.
<b>Assessment criteria</b>
The learner can: 3.1 investigate and analyse potential cost savings on given work activities relating to at least two of the following: <ul style="list-style-type: none"> <li>a. waste reduction</li> <li>b. applications of new technologies and materials</li> <li>c. energy and utility management</li> <li>d. recyclable and recoverable materials</li> <li>e. alternative sources and types of materials</li> <li>f. variations in quality</li> <li>g. standardisation</li> <li>h. revenue generation</li> </ul> 3.2 communicate and suggest cost savings to the relevant people responsible 3.3 explain ways of identifying opportunities for cost savings 3.4 explain the methods and techniques for recommending cost saving opportunities to the people responsible.

<b>Learning outcome</b>
The learner will: 4. investigate variations and agree and implement appropriate corrective actions with the people responsible.
<b>Assessment criteria</b>
The learner can: 4.1 examine relevant work activities to identify variations in quantities and costs 4.2 put into place the following corrective measures, where variations have been found, following approval from the people responsible: a. restoration of progress in accordance with agreed programmes b. agreements on new completion dates c. initiations on contract claims d. securing of additional resources e. alteration of planned works 4.3 describe different ways of investigating variations in works quantities and costs 4.4 explain methods and techniques for agreeing and implementing appropriate corrective actions with the people responsible.

# **Unit 364**            **Contributing to the control of work quantities and costs in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 365

## Co-ordinating preparation work for site or lifting operations in the workplace

**Level:** 3

**GLH:** 20

### Learning outcome

The learner will:

1. identify and use relevant information used to prepare the project or lift plans, clarify any unclear information and update for production or operational planning purposes.

### Assessment criteria

The learner can:

- 1.1 interpret and apply, for production or operational planning purposes, at least four of the following sources of information used in preparing project or lift plans:
  - a. survey reports
  - b. design documents
  - c. contractual documents
  - d. statutory consents
  - e. contractor's pre-planning information
  - f. health, safety and environmental plans
  - g. risk assessments and/or method statements
  - h. programmes
  - i. records about the competence of people
  - j. sub-contractor arrangements and attendance
  - k. safe systems of work
- 1.2 seek clarification about unclear information and update project or lift plans as necessary to allow efficient production
- 1.3 explain ways of identifying and using relevant information relevant to production or operational planning
- 1.4 explain the possible methods and techniques for clarifying planning information that is not clear
- 1.5 give reasons why information for production or operational planning should be updated, and describe ways that this can be done.

**Learning outcome**

The learner will:

2. identify factors which may affect proposed works or operations, describe and summarise accurately and pass onto people who may be affected.

**Assessment criteria**

The learner can:

- 2.1 investigate at least three of the following factors to identify whether they can affect proposed works or operations:
  - a. occupiers
  - b. near neighbours
  - c. public access
  - d. site conditions
  - e. environmental considerations
  - f. vehicular access
  - g. security and trespass
  - h. public utilities
  - i. heritage status
- 2.2 inform people who may be affected, issues that are affecting work or operational programmes using a summarised method
- 2.3 explain the methods and techniques of identifying factors that may affect work or operational programmes
- 2.4 describe ways of accurately describing, summarising and communicating factors about the proposed works or operations to people who may be affected
- 2.5 explain the consequences should factors that affect work or operational programmes not be described or summarised accurately.

**Learning outcome**

The learner will:

3. confirm access points for sites and works or operations which are safe and include works traffic and pedestrian segregation and minimise disruption.

**Assessment criteria**

The learner can:

- 3.1 carry out consultations and identify safe access points and segregation areas for work's traffic and pedestrians for works or operations
- 3.2 agree and confirm safe access and segregation points for works traffic and pedestrians that will maintain safety and minimise disruption for projects or operations
- 3.3 explain different ways of identifying and establishing safe access points for works traffic and pedestrians for various projects or operations
- 3.4 explain methods of confirming and agreeing works traffic and pedestrian access and segregation points for various projects or operations
- 3.5 give reasons for segregating works traffic and pedestrians and explain why disruption must be minimised for various types of projects or operations.

<b>Learning outcome</b>
The learner will: 4. confirm arrangements for adequate site safety, welfare and security before work or operations start, and whilst working on site.
<b>Assessment criteria</b>
The learner can: 4.1 conduct checks and confirm arrangements for site safety, welfare and security before work starts 4.2 conduct checks and confirm arrangements for site safety, welfare and security during work 4.3 explain the different methods and techniques for confirming arrangements for site safety, welfare and security before work starts and whilst working on site.

<b>Learning outcome</b>
The learner will: 5. confirm available resources for projects or operations before work starts.
<b>Assessment criteria</b>
The learner can: 5.1 carry out checks and verify at least four of the following are correct and available for relevant projects or operations: a. people b. plant, equipment or machinery c. materials and components d. sub-contractors e. information f. work area and facilities g. waste management h. utility providers 5.2 explain the methods that can confirm that resources are available and correct for projects or operations.

**Learning outcome**

The learner will:

6. implement the site or work area layout for operational purposes and pass on information about the plans to the people who will be working onsite.

**Assessment criteria**

The learner can:

- 6.1 establish the layout of sites or work areas to affect operations and consider at least four of the following:
  - a. storage
  - b. temporary accommodation
  - c. work areas
  - d. plant
  - e. temporary services
  - f. access and egress
  - g. security
  - h. continuing use of occupiers
  - i. waste management
  - j. pollution control
  - k. provision for pre-fabricated components and systems
  - l. existing fabric
- 6.2 communicate information about site or working area lay out plans to people who will be working on site or on operations
- 6.3 explain ways of implementing site or working area layouts for operational purposes
- 6.4 explain different ways of communicating site or working area plan information to those working on the site or on operations.

**Learning outcome**

The learner will:

7. implement the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised.

**Assessment criteria**

The learner can:

- 7.1 implement systems that allow the safe and efficient storage and use of materials and components
- 7.2 ensure that materials and components are handled and moved safely and efficiently, and that wastage is minimised
- 7.3 explain possible methods and procedures for implementing effective storage areas and facilities for material supplies to be effective for various types of projects or operations
- 7.4 describe how to minimise material and component handling, movement and wastage.

<b>Learning outcome</b>
The learner will: 8. place and maintain notices which provide accurate information about the works or operations and which conform to statutory and site requirements.
<b>Assessment criteria</b>
The learner can: 8.1 position accurate notices about the work or operations that conform to statutory and site requirements 8.2 maintain placed notices whilst ensuring that they are relevant to ongoing work programmes or operations 8.3 describe placing positions for an applicable range of notices relevant to typical projects or operations 8.4 explain methods that ensure relevant notices conform to statutory and site or operational requirements 8.5 explain different ways of maintaining notices and possible outcomes should notices not be maintained regularly.

<b>Learning outcome</b>
The learner will: 9. ensure notice has been given to all people who will be affected by the work or operation, about when it starts, for how long it will take and when it finishes.
<b>Assessment criteria</b>
The learner can: 9.1 inform people affected by project works or operations about when works or operations start, expected durations and planned finishing or completions dates 9.2 explain methods and techniques on informing relevant people about time scales of the works.

# **Unit 365**      **Co-ordinating preparation work for site or lifting operations in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 366

## Managing personal professional development in the workplace

**Level:** 3

**GLH:** 10

### Learning outcome

The learner will:

1. evaluate the current and future skills and knowledge requirements of their work role, whilst taking account of the organisation's objectives.

### Assessment criteria

The learner can:

- 1.1 analyse the current and future skills and knowledge requirements of their work roles
- 1.2 consider their work role skills and knowledge requirements and taking into account the organisation's objectives
- 1.3 describe factors that can identify current and future skills and knowledge requirements
- 1.4 explain methods for evaluating the individual work roles for current and future skills and knowledge development for their work role
- 1.5 explain how to take into account the organisation's objectives when evaluating current and future skills and knowledge requirements.

<b>Learning outcome</b>
The learner will: 2. identify development needs between current and future skills and knowledge requirements of their work role and discuss them with the people responsible to assist in the completion of a development plan.
<b>Assessment criteria</b>
The learner can: 2.1 undertake discussions with people responsible to identify individual future skills and knowledge development needs that will meet organisational requirements 2.2 produce and complete a work development plan that ensures skills and knowledge gaps are minimised and meet future organisational requirements 2.3 explain possible ways that current and future skills and knowledge needs can be developed 2.4 describe the methods and techniques that can be used to discuss skills and knowledge development needs with people responsible when constructing a development plan 2.5 outline the types of people who should be consulted when drawing up a development plan 2.6 explain the processes and methods of constructing and completing a development plan.

<b>Learning outcome</b>
The learner will: 3. undertake activities to meet current and future skills and knowledge requirements identified in a development plan, and evaluate the contribution of the activities to their performance.
<b>Assessment criteria</b>
The learner can: 3.1 carry out a range of given work activities in accordance with the specified job role that follows their individual development plan 3.2 assess the contribution made by a range of completed work activities to their development performance 3.3 explain the methods, processes and/or techniques of evaluating the contribution of their performance of activities undertaken to meet current and future skill and knowledge requirements.

<b>Learning outcome</b>
The learner will: 4. obtain and accept feedback from people able to provide objective and valid comments about their performance.
<b>Assessment criteria</b>
The learner can: 4.1 identify and seek, and/or agree the people who are able to provide feedback on their individual work performance 4.2 discuss work performance with appropriate people, and agree and record individual skill and knowledge performance based on objective, valid feedback 4.3 explain considerations and method of identifying people responsible who are able to provide objective, valid feedback to their work performance 4.4 describe the techniques and methods of accepting, agreeing and recording feedback on work skills and knowledge performance.

<b>Learning outcome</b>
The learner will: 5. ensure that their performance consistently meets or exceeds agreed requirements.
<b>Assessment criteria</b>
The learner can: 5.1 assess their work performance against given requirements 5.2 analyse their work performance against their individual development plan 5.3 explain how the requirements for consistent performance with the people responsible can be agreed 5.4 describe ways that can ensure that their work performance can consistently meet or exceed agreed requirements.

# **Unit 366            Managing personal professional development in the workplace**

## Supporting information

### **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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.

<b>Level:</b>	3
<b>GLH:</b>	30

<b>Learning outcome</b>
The learner will: 1. carry out programmed maintenance or repair which will minimise disruption and maintain optimum performance.
<b>Assessment criteria</b>
The learner can: 1.1 undertake supervision duties for at least two of the following maintenance activities and at least five of the following repair activities for at least one of the following highways: <ul style="list-style-type: none"> <li>a. maintenance: <ul style="list-style-type: none"> <li>i. scheduled and preventative</li> <li>ii. unscheduled and corrective</li> <li>iii. emergency</li> </ul> </li> <li>b. repair: <ul style="list-style-type: none"> <li>i. structure</li> <li>ii. surface</li> <li>iii. materials</li> <li>iv. markings</li> <li>v. fittings</li> <li>vi. power and light</li> <li>vii. drainage</li> <li>viii. telecommunications</li> <li>ix. special services and equipment</li> <li>x. landscaping</li> <li>xi. traffic controls</li> <li>xii. fencing</li> </ul> </li> <li>c. highways: <ul style="list-style-type: none"> <li>i. dual carriageway</li> <li>ii. single carriageway</li> <li>iii. carriageway with footway</li> <li>iv. motorway</li> <li>v. cycle way</li> <li>vi. carriageway with hard shoulder</li> </ul> </li> </ul>
1.2 explain how programmed highway maintenance or repair should be supervised and carried out
1.3 explain how disruption to the works and general public can be minimised during maintenance or repair activities on highways
1.4 describe different methods that can optimise work performance during maintenance or repair activities on highways.

<b>Learning outcome</b>
The learner will: 2. observe current legislation and official guidance appropriate to the work environment.
<b>Assessment criteria</b>
The learner can: 2.1 protect the workforce, the general public, visitors and the environment by applying information from at least three of the following: a. methods of work b. risk assessment c. safe use and storage of tools and materials d. traffic management e. emergency plans 2.2 list and describe the current legislation and official guidance that applies directly to maintenance or repair activities on highways.

<b>Learning outcome</b>
The learner will: 3. identify and assess faults and problems, and recommend and implement corrective action which conforms to safe working methods and practices.
<b>Assessment criteria</b>
The learner can: 3.1 observe and evaluate preparation and work activities against given requirements and methods of work to identify highway maintenance faults and problems 3.2 apply corrective actions that follow safe working methods and practices to least three of the following highway maintenance faults and problems: a. limitations of design choices b. manufacturing and construction errors c. installation errors d. incorrect use e. incorrect maintenance 3.3 describe types of common faults and problems that can occur on highways 3.4 explain methods that can be used to identify potential faults and problems with highways 3.5 explain techniques and methods that allow recommendations to be made and corrective actions applied on identified highway faults and problems 3.6 explain how and why safe working methods and practices must be conformed to when implementing corrective actions for faults and problems with highways.

<b>Learning outcome</b>
The learner will: 4. update maintenance recording systems, implement them and monitor their use.
<b>Assessment criteria</b>
The learner can: 4.1 amend maintenance recording systems whilst following organisational procedures for at least one of the following highway maintenance activities: a. regular programmes b. tendered works c. responsive works d. winter maintenance e. traffic maintenance (signing, lighting, guarding) f. lump sum or fixed price 4.2 describe the types and formats of highway maintenance record systems 4.3 explain how maintenance record systems are updated and why they need to be updated.

<b>Learning outcome</b>
The learner will: 5. conduct pre-work checks to meet statutory requirements and maintain performance using safe working methods and practices.
<b>Assessment criteria</b>
The learner can: 5.1 carry out inspections on at least one of the following during preparation work for highway maintenance or repair: a. condition b. performance c. health and safety 5.2 explain the procedures that can apply when conducting pre-work checks to ensure compliance with statutory requirements 5.3 explain how performance can be maintained and how safe working practices are applied whilst conducting inspections on highways.

<b>Learning outcome</b>
The learner will: 6. keep accurate records of work progress checks, faults, problems, corrective action and quantities involved.
<b>Assessment criteria</b>
The learner can: 6.1 implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved 6.2 explain the methods that can be used to keep accurate records of work progress which can detail faults and problems, corrective actions and quantities of resources involved 6.3 give reasons why accurate records should be kept.

**Learning outcome**

The learner will:

7. identify, assess and maintain the necessary resources for maintenance activities.

**Assessment criteria**

The learner can:

- 7.1 select and/or acquire and maintain at least two of the following resources for at least two of the following activities:
  - a. resources:
    - i. people
    - ii. plant, equipment or machinery
    - iii. materials and components
    - iv. sub-contractors
    - v. information
    - vi. work and facilities
    - vii. waste management
    - viii. utility providers
  - b. maintenance activities:
    - i. regular programmes
    - ii. tendered works
    - iii. responsive works
    - iv. winter maintenance
    - v. traffic management (signing, lighting, guarding)
    - vi. lump sum or fixed price
- 7.2 explain different ways that the necessary resources for highway maintenance or repair activities can be identified
- 7.3 explain how resources can be assessed for quality and how to maintain necessary resources for highway maintenance or repair activities.

# **Unit 368            Supervising highways maintenance or repair activities in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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.

**Level:** 3

**GLH:** 50

**Learning outcome**

The learner will:

1. carry out the supervision of demolition site activities which will minimise disruption and maintain optimum performance.

**Assessment criteria**

The learner can:

- 1.1 undertake supervision duties for at least two of the following demolition activities:
  - a. soft strip
  - b. mechanical demolition
  - c. remote mechanical demolition
  - d. explosive demolition
  - e. selective demolition
- 1.2 explain how programmed demolition activities should be supervised and carried out
- 1.3 explain how disruption to the works and general public can be minimised during demolition activities
- 1.4 describe different methods that can optimise work performance during demolition.

<b>Learning outcome</b>
The learner will: 2. observe current legislation and official guidance appropriate to the work environment.
<b>Assessment criteria</b>
The learner can: 2.1 protect the workforce, the general public, visitors and the environment by applying information relating to at least three of the following: <ul style="list-style-type: none"> <li>a. methods of work</li> <li>b. risk assessment</li> <li>c. safe use and storage of tools</li> <li>d. safe use and storage of materials</li> <li>e. traffic management</li> <li>f. emergency plans</li> </ul> 2.2 list and describe the current legislation and official guidance that applies directly to demolition activities.

<b>Learning outcome</b>
The learner will: 3. Identify and assess faults and problems and recommend and implement corrective action which conforms to safe working methods and practices.
<b>Assessment criteria</b>
The learner can: 3.1 observe and evaluate preparation and work activities against given requirements and methods of work to identify demolition faults and problems 3.2 apply corrective actions that follow safe working methods and practices for at least three of the following demolition faults and problems: <ul style="list-style-type: none"> <li>a. limitations of design choices</li> <li>b. construction errors</li> <li>c. identification of further utilities</li> <li>d. heritage concerns</li> <li>e. environmental concerns</li> <li>f. incorrect maintenance</li> <li>g. identification of hazardous materials</li> <li>h. breaches of security</li> </ul> 3.3 describe types of common faults and problems that can occur with demolition activities 3.4 explain methods that can be used to identify potential demolition faults and problems 3.5 explain techniques and methods that allow recommendations to be made and corrective actions applied on identified demolition faults and problems 3.6 list the type of corrective actions that can be made during demolition activities.

<b>Learning outcome</b>
The learner will: 4. conduct pre-work checks to meet statutory requirements and maintain safe working methods and practices.
<b>Assessment criteria</b>
The learner can: 4.1 carry out checks on at least one of the following during preparation work for demolition activities: a. condition b. fit for purpose c. health and safety 4.2 explain the procedures that can apply when conducting pre-work checks to ensure compliance with statutory requirements 4.3 explain methods of recording pre-work checks for demolition activities 4.4 give reasons why pre-work demolition checks should be carried out.

<b>Learning outcome</b>
The learner will: 5. keep accurate records of work progress checks, faults, problems, corrective action and quantities involved.
<b>Assessment criteria</b>
The learner can: 5.1 implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved 5.2 explain the methods that can be used to keep accurate records of demolition work progress which can detail faults and problems, corrective actions and quantities of resources involved 5.3 give reasons why accurate records should be kept.

**Learning outcome**

The learner will:

6. identify, assess and maintain the necessary resources for demolition activities.

**Assessment criteria**

The learner can:

- 6.1 select and/or acquire and maintain at least three of the following resources for at least two of the following demolition activities:
  - a. resources:
    - i. people
    - ii. plant, equipment or machinery
    - iii. materials and components
    - iv. sub-contractors
    - v. information
    - vi. work and facilities
    - vii. waste management
    - viii. utility providers
  - b. demolition activity:
    - i. soft strip
    - ii. mechanical demolition
    - iii. remote mechanical demolition
    - iv. explosive demolition
    - v. selective demolition
- 6.2 explain different ways that the necessary resources for demolition activities can be identified
- 6.3 explain how resources can be assessed for quality and how to maintain necessary resources for demolition activities.

## **Unit 369            Supervising demolition                                  activities in the workplace**

### Supporting information

#### **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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.

<b>Level:</b>	3
<b>GLH:</b>	40

<b>Learning outcome</b>
<p>the learner will:</p> <ol style="list-style-type: none"> <li>1. carry out supervision activities of tunnelling activities to given working instructions which will minimise disruption and maintain optimum performance.</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 undertake supervision duties to given working instructions for two of the following tunnelling activities:             <ol style="list-style-type: none"> <li>a. mobile plant and machinery operations</li> <li>b. back up services installation, operation, maintenance or removal</li> <li>c. spoil removal</li> <li>d. access equipment erection, maintenance or removal</li> <li>e. pipejacking operations</li> <li>f. micro tunnelling operations</li> <li>g. excavation and installation of supports</li> <li>h. shaft and tunnel construction</li> <li>i. tunnel transport</li> <li>j. spraying concrete lining</li> <li>k. operating separation plant</li> <li>l. temporary works</li> <li>m. lifting loads</li> </ol> </li> <li>1.2 explain how programmed tunnelling activities should be supervised and carried out</li> <li>1.3 explain how disruption to other works and the following people can be minimised during tunnelling activities:             <ol style="list-style-type: none"> <li>a. workforce</li> <li>b. other personnel on site</li> <li>c. members of the public</li> <li>d. occupiers</li> <li>e. site visitors</li> <li>f. people affected by on-site operations</li> </ol> </li> <li>1.4 explain different methods that can effectively optimise and maintain work performance during tunnelling.</li> </ol>

<b>Learning outcome</b>
The learner will: 2. observe current legislation and official guidance appropriate to the work environment for protection and safety.
<b>Assessment criteria</b>
The learner can: 2.1 protect the workforce, the general public, visitors and the environment by applying information relating to three of the following: a. methods of work b. tunnel access arrangements c. risk assessment d. safe use and storage of tools e. safe use and storage of materials f. traffic management g. emergency plans 2.2 explain the current legislation and official guidance that applies directly to tunnelling activities for protection and safety.

<b>Learning outcome</b>
The learner will: 3. identify and assess defects and problems, and recommend and implement corrective action which conforms to safe working methods and practices.
<b>Assessment criteria</b>
The learner can: 3.1 observe and evaluate preparation and work activities against given requirements and methods of work to identify tunnelling defects and problems 3.2 apply corrective actions that follow safe working methods and practices to deal with three of the following tunnelling defects and problems: a. limitations of design choices b. construction errors c. identification of further utilities d. heritage concerns e. environmental concerns f. incorrect maintenance g. identification of hazardous materials h. breaches of security i. changes in ground conditions 3.3 describe types of common defects and problems that can occur within tunnelling activities 3.4 explain methods that can be used to assess and identify potential tunnelling defects and problems 3.5 explain how to make recommendations and implement the following corrective actions, in accordance with safe working methods and practices, for identified tunnelling defects and problems: a. redesign b. reconfigure c. restrict d. redirect e. repair f. replace.

<b>Learning outcome</b>
The learner will: 4. keep accurate records of work progress and quantities involved.
<b>Assessment criteria</b>
The learner can: 4.1 set up recording systems, following organisational procedures, that detail work progress checks and the defects and problems, corrective actions taken and quantities involved 4.2 explain the methods that can be used to keep accurate records of tunnelling work progress which can detail the checks made, defects and problems, corrective actions taken and quantities of resources used 4.3 give reasons why accurate records should be kept.

**Learning outcome**

The learner will:

5. identify, assess and maintain the necessary resources for tunnelling activities.

**Assessment criteria**

The learner can:

- 5.1 identify the necessary resources for three of the following tunnelling activities:
  - a. mobile plant and machinery operations
  - b. back up services installation, operation, maintenance or removal
  - c. spoil removal
  - d. access equipment erection, maintenance or removal
  - e. pipejacking operations
  - f. micro tunnelling operations
  - g. excavation and installation of supports
  - h. tunnel construction
  - i. shaft and tunnel construction
  - j. tunnel transport
  - k. spraying concrete lining
  - l. operating separation plant
  - m. temporary works
  - n. lifting loads
- 5.2 select and/or acquire and maintain four of the following resources associated with relevant tunnelling activities:
  - a. people
  - b. plant, equipment or machinery
  - c. materials and components
  - d. sub-contractors
  - e. information
  - f. work area and facilities
  - g. waste management
  - h. utility providers
- 5.3 explain different ways that the necessary resources for tunnelling activities can be identified
- 5.4 explain how resources can be assessed for quality and how to maintain the necessary resources for tunnelling activities.

**Learning outcome**

The learner will:

6. comply with the given contract information when supervising tunnelling activities to carry out the work efficiently to the required specification.

**Assessment criteria**

The learner can:

- 6.1 undertake supervision duties of activities to form tunnels to given working instructions in one of the following occupational areas:
  - a. hand miner
  - b. shaft miner
  - c. tunnelling machine operator
  - d. machine tunnelling operative
  - e. spoil removal equipment operative
  - f. tunnel services operative
  - g. tunnel transport operator
  - h. tunnel fitter's mate
  - i. tunnel electrician's mate
  - j. sprayed concrete lining tunnelling operative
  - k. pipejacking operative
  - l. micro-tunnelling operative
  - m. separation plant operative
  - n. specialist tunnelling occupations
- 6.2 describe how to apply safe work practices, follow procedures, report tunnelling defects and problems and establish the authority needed to rectify them, relating to the supervision of the following methods of work and materials used for:
  - a. booking in and out of tunnels
  - b. setting out lines and templates for shaft and tunnel excavations
  - c. excavation of tunnels using different methods (by hand, machines, segments, sprayed concrete lining and by pipejacking)
  - d. installing, using and moving permanent tunnel support and service systems
  - e. installing, using, moving and removing temporary tunnel support and service systems
  - f. installing, moving and removing spoil removal systems
  - g. dealing with ground water and de-watering methods
  - h. signalling the movement of loads, vehicles and machinery
  - i. working with tunnel and shaft transport systems
  - j. using hand tools, power tools and equipment
  - k. working at height
  - l. using access equipment
- 6.3 state the needs of other occupations and how to effectively communicate within a team when supervising tunnelling activities.

# **Unit 370            Supervising tunnelling activities in the workplace**

## Supporting information

### **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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

## Supervising historical conservation/restoration activities in the workplace

**Level:** 3

**GLH:** 30

### Learning outcome

The learner will:

1. carry out supervision activities of historical conservation/restoration activities which will minimise disruption and maintain optimum performance.

### Assessment criteria

The learner can:

- 1.1 undertake supervision duties for at least two of the following historical conservation/restoration activities:
  - a. roofing
  - b. lead work
  - c. bricklaying and craft masonry
  - d. earth walling
  - e. stonemasonry
  - f. decoration
  - g. plastering
  - h. wall and floor tiling
  - i. carpentry and joinery
  - j. specialist heritage activities
- 1.2 explain how programmed historical conservation/restoration activities should be supervised and carried out
- 1.3 explain how disruption to the works and general public can be minimised during historical conservation/restoration activities
- 1.4 describe different methods that can optimise work performances during historical conservation/restoration activities.

<b>Learning outcome</b>
The learner will: 2. observe current legislation and official guidance appropriate to the work environment.
<b>Assessment criteria</b>
The learner can: 2.1 protect the workforce, the general public, visitors and the environment by applying information relating to at least three of the following: a. methods of work b. risk assessment c. safe use and storage of tools d. safe use and storage of materials e. traffic management f. emergency plans 2.2 list and describe the current legislation and official guidance that applies directly to historical conservation/restoration activities.

<b>Learning outcome</b>
The learner will: 3. identify and assess defects and problems, and recommend and implement corrective action which conforms to safe working methods and practices.
<b>Assessment criteria</b>
The learner can: 3.1 observe and evaluate preparation and work activities against given requirements and methods of work to identify historical conservation/restoration defects and problems 3.2 apply corrective actions that follow safe working methods and practices to least three of the following historical conservation/restoration defects and problems: a. limitations of design choices b. construction errors c. identification of further utilities d. heritage concerns e. environmental concerns f. incorrect maintenance g. identification of hazardous materials h. breaches of security 3.3 describe types of common historical conservation/ restoration defects and problems 3.4 explain methods that can be used to identify potential historical conservation/ restoration defects and problems 3.5 explain techniques and methods that allows recommendations to be made and corrective actions applied on identified historical conservation/ restoration defects and problems.

<b>Learning outcome</b>
The learner will: 4. keep accurate records of work progress checks, defects, problems, corrective action and quantities involved.
<b>Assessment criteria</b>
The learner can: 4.1 implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved 4.2 explain the methods that can be used to keep accurate records of work progress which can detail faults and problems, corrective actions and quantities of resources used 4.3 give reasons why accurate records should be kept.

<b>Learning outcome</b>
The learner will: 5. identify, assess and maintain the necessary resources for historical conservation/restoration activities.
<b>Assessment criteria</b>
The learner can: 5.1 select and/or acquire and maintain at least four of the following resources for at least three of the following historical conservation/restoration activities: <ul style="list-style-type: none"> <li>a. resources: <ul style="list-style-type: none"> <li>i. people</li> <li>ii. plant, equipment or machinery</li> <li>iii. materials and components</li> <li>iv. sub-contractors</li> <li>v. information</li> <li>vi. work and facilities</li> <li>vii. waste management</li> <li>viii. utility providers</li> </ul> </li> <li>b. historical conservation/restoration activities: <ul style="list-style-type: none"> <li>i. roofing</li> <li>ii. lead work</li> <li>iii. bricklaying and craft masonry</li> <li>iv. earth walling</li> <li>v. stonemasonry</li> <li>vi. decoration</li> <li>vii. plastering</li> <li>viii. wall and floor tiling</li> <li>ix. carpentry and joinery</li> <li>x. specialist heritage and historical conservation/restoration activities</li> </ul> </li> </ul>
5.2 explain different ways that the necessary resources for historical conservation/restoration activities can be identified
5.3 explain how resources can be assessed for quality and how to maintain necessary resources for historical conservation/restoration activities.

# **Unit 371            Supervising historical conservation/restoration activities in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 403

# Identifying and enabling learning opportunities for given work teams in the workplace

**Level:** 4

**GLH:** 20

### Learning outcome

The learner will:

1. promote the benefits of learning by giving fair, regular and useful feedback on their team's work performance.

### Assessment criteria

The learner can:

- 1.1 analyse individual and collective work performances of team members on various activities
- 1.2 regularly provide feedback on individual and collective work performances that is fair and encourages an individuals' learning within their team
- 1.3 provide their team members with collective and individual reasons that promote the benefits of continual learning
- 1.4 describe the different techniques that can be used to promote benefits of learning to individuals and groups
- 1.5 explain the procedures and methods that should be used to give fair, regular and useful feedback to teams and individuals.

<b>Learning outcome</b>
The learner will: 2. work with their team to identify and prioritise learning needs and identify and obtain information on a range of possible learning activities.
<b>Assessment criteria</b>
The learner can: 2.1 plan and communicate with individual team members to determine their immediate learning requirements for relevant work activities 2.2 obtain learning information for individual team members based on at least two of the following learning activities: a. formal b. informal c. coached d. mentored e. vocationally qualifying f. continuous professional development g. professional membership 2.3 explain the methods and techniques of working effectively with teams and individuals in order to identify and prioritise learning needs 2.4 outline possible ways of obtaining information from a range of learning activities.

<b>Learning outcome</b>
The learner will: 3. discuss development needs with team members.
<b>Assessment criteria</b>
The learner can: 3.1 meet with and identify development needs for team members based on the following areas: a. current skills and knowledge b. learning activities undertaken c. learning objectives to be achieved d. resource requirements for development e. timescales 3.2 explain methods and techniques of discussing and agree development needs with team members.

<b>Learning outcome</b>
The learner will: 4. support team members in undertaking learning activities by making efforts to remove any obstacles to learning.
<b>Assessment criteria</b>
The learner can: 4.1 provide relevant assistance and support to individuals and the team when learning or updating skills and knowledge 4.2 identify any relevant obstacles to an individual's learning and take actions to remove them 4.3 explain procedures that could be implemented to allow support and assistance for team members who are undertaking learning activities 4.4 describe the types and ways of identifying obstacles to learning for both individuals and teams 4.5 explain how obstacles to learning for individuals and teams can be removed.

<b>Learning outcome</b>
The learner will: 5. evaluate the learning activity undertaken with team members to ensure the desired outcomes have been achieved.
<b>Assessment criteria</b>
The learner can: 5.1 appraise learning activities undertaken by individuals and the team on completion of learning programmes 5.2 map the learning outcomes from completed learning programmes against team individual's pre-identified learning needs 5.3 explain how to plan and implement evaluations on learning activities undertaken by team members 5.4 describe methods that can measure desired outcomes from learning activities, and ways to ensure that they have been achieved.

<b>Learning outcome</b>
The learner will: 6. update development plans with team members.
<b>Assessment criteria</b>
The learner can: 6.1 review team members individual development plans and amend the plans following completed learning activities and/or identified learning needs 6.2 explain the procedures that are or can be used to update development plans with team members.

## **Unit 403            Identifying and enabling learning opportunities for given work teams in the workplace**

Supporting information

### **Assessment Guidance**

This unit must be assessed in a work environment and 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 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 404

# Maintaining systems for health, safety, welfare and environmental protection in the workplace

**Level:** 4

**GLH:** 30

### Learning outcome

The learner will:

1. encourage a culture of health, safety, welfare and environmental awareness.

### Assessment criteria

The learner can:

- 1.1 develop initiatives which encourage a health, safety, welfare culture and consideration for the environment
- 1.2 explain the various methods that can encourage a culture of health, safety, welfare and consideration for the environment.

### Learning outcome

The learner will:

2. identify and recommend opportunities for improving health, safety and welfare for people on site or for specific operations.

### Assessment criteria

The learner can:

- 2.1 make recommendations following reviews that could improve health, safety or welfare on site or for specific operations
- 2.2 explain how to identify opportunities that will improve health, safety and welfare for people on site or for specific operations
- 2.3 describe the various methods to recommend improvements to health, safety and welfare systems.

<b>Learning outcome</b>
The learner will: 3. ensure the workforce and visitors to the site or specific operations are inducted and check the competence of those they are responsible for.
<b>Assessment criteria</b>
The learner can: 3.1 implement a system of checks to ensure that the workforce and visitors are inducted 3.2 explain the various methods of ensuring that the workforce and visitors to the site or specific operational area are inducted and give reasons why this is important 3.3 carry out checks to ensure that workers they are responsible for are competent for the relative tasks 3.4 explain the various methods of ensuring that workers they are responsible for are competent for the relative tasks and give reasons why this is important.

<b>Learning outcome</b>
The learner will: 4. maintain accurate and appropriate statutory notices and hazard warnings.
<b>Assessment criteria</b>
The learner can: 4.1 ensure relevant statutory notices and hazard warnings are clear, legible and concise 4.2 describe ways of maintaining statutory notices and hazard warnings.

<b>Learning outcome</b>
The learner will: 5. ensure the serviceability of health, safety, welfare and environmental protection equipment and resources in order to comply with current legislation.
<b>Assessment criteria</b>
The learner can: 5.1 carry out maintenance checks on at least five of the following health, safety, welfare and environmental protection equipment and resources: a. protective equipment b. protective clothing c. first aid facilities and arrangements d. welfare facilities e. storage and security of materials and equipment f. accident and incident reporting systems g. fire fighting equipment h. provision of health, safety and welfare 5.2 explain the various methods of conducting and recording maintenance checks on health, safety, welfare and environmental protection equipment and resources that meet the project, organisational and statutory requirements.

<b>Learning outcome</b>
The learner will: 6. implement systems which meet organisational and statutory requirements for the identification of hazards and reduction of risks; reporting accidents and emergencies and preventing recurrence.
<b>Assessment criteria</b>
The learner can: 6.1 develop and action a system that identifies hazards and reduces risk 6.2 explain the various methods of implementing systems that meet organisational and statutory requirements and which identifies hazards and reduces risks 6.3 develop and action a system that reports accidents and emergencies and is able to prevent recurrence 6.4 explain the various methods of implementing systems that meets organisational and statutory requirements for reporting accidents and emergencies, and operates to prevent recurrence 6.5 give reasons for implementing an effective system to identify hazards, reduce risks and report accidents.

<b>Learning outcome</b>
The learner will: 7. check health, safety, welfare and environmental protection systems regularly in accordance with organisational and statutory requirements.
<b>Assessment criteria</b>
The learner can: 7.1 conduct regular checks to ensure compliance with the following organisational and statutory requirements: a. construction specific health, safety, welfare and environmental legislation b. recognised industry codes of practice c. organisational procedures 7.2 explain the methods of checking health, safety, welfare and environmental protection systems 7.3 explain the methods of ensuring that health, safety, welfare and environmental protection complies with organisational and statutory requirements.

<b>Learning outcome</b>
The learner will: 8. identify and report any special site or operational conditions which do not comply with organisational and statutory requirements.
<b>Assessment criteria</b>
The learner can: 8.1 review and evaluate sites or operations to identify special conditions and report conditions which do not comply with current legislation 8.2 explain the methods of identifying and reporting special site conditions that do not meet organisational and statutory requirements.

# **Unit 404            Maintaining systems for health, safety, welfare and environmental protection in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed

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 405

# Assessing and recommending work methods for carrying out site operations in the workplace

**Level:** 4

**GLH:** 40

### Learning outcome

The learner will:

1. identify and use available project data to enable decisions on work methods to be made.

### Assessment criteria

The learner can:

- 1.1 assess at least four of the following project data on various projects:
  - a. conditions of contract
  - b. Bills of quantities or methods of measurement
  - c. specifications
  - d. drawings
  - e. health, safety and environmental plans
  - f. programmes
  - g. organisational requirements
  - h. instructions and variations
- 1.2 take into account at least three of the following when assessing various work methods:
  - a. sequencing and integration of work operations
  - b. organisation of resources (people, plant, materials and finances)
  - c. established construction techniques
  - d. temporary works
  - e. prefabrication and standardisation
  - f. working conditions
- 1.3 explain different methods of identifying project data
- 1.4 explain the different ways of assessing project data for identifying work methods
- 1.5 explain the factors that influence or define work methods.

<b>Learning outcome</b>
The learner will: 2. obtain more information from other sources where available project data is insufficient.
<b>Assessment criteria</b>
The learner can: 2.1 obtain additional project information by consulting at least two of the following sources: <ul style="list-style-type: none"> <li>a. client, customer or their representative</li> <li>b. sub-contractors</li> <li>c. suppliers</li> <li>d. regulatory authorities</li> <li>e. technical literature</li> <li>f. trade literature</li> </ul> 2.2 describe ways of obtaining additional information for project data from a variety of relevant sources 2.3 give possible reasons why project data may be insufficient.

<b>Learning outcome</b>
The learner will: 3. evaluate work methods against relevant technical and project criteria.
<b>Assessment criteria</b>
The learner can: 3.1 evaluate chosen work methods against at least seven of the following technical work criteria: <ul style="list-style-type: none"> <li>a. materials performance and availability</li> <li>b. structural forms</li> <li>c. occupancy</li> <li>d. health, safety and welfare</li> <li>e. fire protection</li> <li>f. access</li> <li>g. plant, equipment and people availability</li> <li>h. transport logistics</li> <li>i. environmental factors</li> <li>j. waste management</li> <li>k. seasonal weather conditions</li> <li>l. sustainability</li> <li>m. innovative materials, technologies and processes</li> <li>n. site conditions</li> </ul> 3.2 describe typical criteria that determine work methods for routine types of projects 3.3 explain different ways of evaluating work methods against a range of technical criteria and relevant project criteria.

<b>Learning outcome</b>
The learner will: 4. communicate work methods to decision makers.
<b>Assessment criteria</b>
The learner can: 4.1 advise and recommend work methods to decision makers 4.2 explain different ways of selecting appropriate work methods on relevant projects 4.3 explain different ways that work methods can be recommended to decision makers 4.4 outline the different communication methods that could be used to recommend work methods.

<b>Learning outcome</b>
The learner will: 5. analyse and quantify the selected work method for its activity content.
<b>Assessment criteria</b>
The learner can: 5.1 carry out an analysis of selected work methods on a range of projects which show checks on activity content against quantities of time, cost or resources 5.2 explain different ways of analysing selected work methods for activity content 5.3 explain ways of accurately quantifying selected work methods 5.4 describe the implications of inaccurately analysing and quantifying selected work methods.

<b>Learning outcome</b>
The learner will: 6. ensure a method statement is prepared and approved prior to commencement of work.
<b>Assessment criteria</b>
The learner can: 6.1 confirm and approve various method statements prior to relevant work taking place 6.2 explain different ways that can ensure method statements have been sufficiently prepared 6.3 explain the implications, factors and processes of approving method statements prior to commencing work.

## **Unit 405            Assessing and recommending work methods for carrying out site operations in the workplace**

Supporting information

### **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 406

# Planning work activities and resources to meet work requirements in the workplace

**Level:** 4

**GLH:** 40

### Learning outcome

The learner will:

1. organise activities to make the most efficient use of the available resources.

### Assessment criteria

The learner can:

- 1.1 plan and implement work activities that efficiently use at least four of the following resources:
  - a. people
  - b. plant, equipment or machinery
  - c. materials and components
  - d. sub-contractors
  - e. information
  - f. work area and facilities
  - g. waste management
  - h. utility providers
- 1.2 explain different possible ways of organising work activities that can make the best use of resources
- 1.3 give reasons why work activities need to be organised to make the best use of resources
- 1.4 explain the effects on work programmes and schedules if resources are not effectively organised.

<b>Learning outcome</b>
The learner will: 2. evaluate alternative methods, resources and systems to select the best solution to meet programmes and schedules.
<b>Assessment criteria</b>
The learner can: 2.1 assess and identify a variety of effective solutions for alternative work methods, resources and systems to meet a range of programmes, operations and schedules 2.2 explain the different ways of evaluating alternative resources, methods and systems to meet work programmes, operations and schedules 2.3 explain the different methods of evaluating information in order to select best solutions to meet work programmes, operations and schedules.

<b>Learning outcome</b>
The learner will: 3. obtain clarification or advice from various sources where the resources needed are not available.
<b>Assessment criteria</b>
The learner can: 3.1 request and procure advice or clarification to determine required resources from at least three of the following: a. client, customer or their representative b. consultants c. lift planner d. project team e. practice research f. technical publications g. trade literature h. other team members 3.2 explain methods of selecting potential sources for clarification and advice for a range of work programmes 3.3 outline the types of information that could be gained from various information sources 3.4 explain the different methods of and reasons for obtaining clarification and advice when the resources needed are not available.

<b>Learning outcome</b>
The learner will: 4. analyse activities against project or operation data and the requirements of external factors.
<b>Assessment criteria</b>
The learner can: 4.1 examine a range of work activities using a production study, works study production analysis against three of the following external factors: <ul style="list-style-type: none"> <li>a. other related programmes</li> <li>b. supply lead times</li> <li>c. contingencies</li> <li>d. special working conditions</li> <li>e. statutory limitations</li> <li>f. site conditions</li> <li>g. availability of resources</li> </ul> 4.2 explain how to identify resources and related information against project or operational data requirements 4.3 describe ways in which external factors can affect a programme, operation or schedule 4.4 explain the different methods of analysing work activities against project data, resources, related information and external factors 4.5 describe the effects external factors can have on programmes and schedules 4.6 explain the different methods of analysing work activities against resources and related information.

<b>Learning outcome</b>
The learner will: 5. update existing programmes and schedules of planned activities and suggest them to decision makers/persons responsible.
<b>Assessment criteria</b>
The learner can: 5.1 carry out updating on at least two of the following programmes or schedule content: <ul style="list-style-type: none"> <li>a. bar charts</li> <li>b. critical analysis</li> <li>c. action lists</li> <li>d. method statements</li> </ul> 5.2 inform decision makers/persons responsible of updates that should be made on works programmes and schedules 5.3 explain different methods of updating existing programmes and schedules 5.4 describe the possible effects on the project if programmes and schedules are not updated when factors change 5.5 describe the ways and means of suggesting updates to existing programmes and schedules to decision makers.

**Learning outcome**

The learner will:

6. implement systems to monitor and record works against programmes and schedules, and use the results to improve future production and planning.

**Assessment criteria**

The learner can:

- 6.1 monitor and record works being undertaken against given programmes and schedules following organisational procedures
- 6.2 collect and analyse results of monitoring programmes against given programmes and schedules
- 6.3 identify and record areas of future improvements to production and planning
- 6.4 describe the different systems that could be available for monitoring work programmes and schedules
- 6.5 describe different methods of implementing systems for monitoring and recording works against programmes and schedules
- 6.6 give reasons why it is necessary to monitor and record the results of works against programmes and schedules
- 6.7 explain the possible methods of reviewing recorded results of works against programmes and schedules to improve future production and planning.

# **Unit 406            Planning work activities and resources to meet work requirements in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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.

<b>Level:</b>	4
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<b>GLH:</b>	40
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**Learning outcome**

The learner will:

1. assemble and review relevant information used in the preparation of project or operational plans and clarify unclear information.

**Assessment criteria**

The learner can:

- 1.1 assess and evaluate three of the following information sources for clarity when organising the control of work:
  - a. surveys and reports
  - b. design
  - c. contractual
  - d. statutory consents
  - e. contractor's pre-planning information
  - f. health, safety and environmental plans
  - g. risk assessments and method statements
  - h. programmes
  - i. lift plans
  - j. competent people
  - k. sub-contractor arrangements and attendance
- 1.2 describe different ways of procuring and assembling relevant information
- 1.3 explain possible methods that can establish whether information is sufficiently clear to coordinate work control.

<b>Learning outcome</b>
The learner will: 2. communicate and agree programmes or operational plans, methods and attendance with the people doing the work.
<b>Assessment criteria</b>
The learner can: 2.1 liaise and communicate with those undertaking relevant work on a variety of projects or operations 2.2 gain approval with relevant people for programmes or operations, methods and attendance on specified projects 2.3 explain ways of agreeing and communicating work programmes or operations, methods and attendance details with those doing the work 2.4 describe ways of integrating construction or other working methods using programmes or operational plans that include methods and attendance.

<b>Learning outcome</b>
The learner will: 3. plan and obtain sufficient resources and attendance of the appropriate type which meets project or operational requirements and timescales.
<b>Assessment criteria</b>
The learner can: 3.1 procure at least three of the following resources when planning and obtaining resources to meet project or operational requirements and timescales: a. people b. plant, equipment or machinery c. materials and components d. sub-contractors e. information f. work area and facilities g. waste management h. utility providers 3.2 explain the ways, factors and methods of planning and obtaining suitable resources and attendance to ensure project or operational timescales and requirements are met 3.3 describe the outcomes on projects or operations if sufficient resources are not procured on time or are unsuitable.

<b>Learning outcome</b>
The learner will: 4. organise and control sites (or specific operational areas) and resources to establish safe and tidy sites/areas, creating a positive image of the organisation and project.
<b>Assessment criteria</b>
The learner can: 4.1 implement and coordinate work areas, activities and resources on relevant projects or on specific operational areas that allow sites or operational areas to be safe and tidy 4.2 coordinate and improve site or specific operations to provide a positive image of projects and the relevant organisation 4.3 explain different methods of organising and controlling typical resources 4.4 explain how sites or work areas should be effectively controlled and organised to maintain and enhance site or operational safety and tidiness 4.5 describe the factors and issues that must be taken into account to ensure sites or operational areas are safe and tidy for workers and other people 4.6 give reasons why project and organisational image is important and describe the possible effects of negative images on the company, project or operation.

<b>Learning outcome</b>
The learner will: 5. organise work activities and implement work measures that take into account appropriate factors and influences.
<b>Assessment criteria</b>
The learner can: 5.1 coordinate work activities and maintain control whilst taking into account at least three of the following areas: a. occupiers b. near neighbours c. public access d. site conditions e. environmental considerations f. vehicular access (including air and waterborne craft) g. security and trespass h. public utilities i. heritage status 5.2 describe how to organise work activities that take into account relevant internal and external factors and influences 5.3 outline the measures that need to be taken into account to deal with internal and external factors and influences and explain the outcomes and implications if this is not undertaken effectively.

# **Unit 407**      **Co-ordinating and organising the control of work in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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.

<b>Level:</b>	4
<b>GLH:</b>	30

<b>Learning outcome</b>
The learner will: 1. implement systems to monitor and record progress of work against agreed programmes.
<b>Assessment criteria</b>
The learner can: 1.1 monitor and record the progress of work by implementing at least three of the following systems: <ul style="list-style-type: none"> <li>a. visual inspections</li> <li>b. resource records</li> <li>c. site inspection reports</li> <li>d. contractor's reports</li> <li>e. certified payments</li> <li>f. written, graphical and electronic recording of actual work against programmed work</li> <li>g. site meetings</li> <li>h. organisational reports</li> <li>i. management reports</li> <li>j. benchmarks</li> <li>k. comparison with project requirements</li> </ul> 1.2 describe the ways and methods of implementing systems that monitor and record progress of works against agreed programmes 1.3 explain why systems to monitor and record work progress are needed.

<b>Learning outcome</b>
The learner will: 2. identify any deviations from planned progress which has or may occur, that could disrupt programmes and schedules.
<b>Assessment criteria</b>
The learner can: 2.1 establish at least three of the following types of deviations in comparison to relevant work programmes and schedules: <ul style="list-style-type: none"> <li>a. resource shortages</li> <li>b. design problems and constraints</li> <li>c. industrial disputes</li> <li>d. lack of essential construction information</li> <li>e. construction errors</li> <li>f. weather conditions</li> <li>g. site constraints</li> <li>h. legal disputes or issues</li> <li>i. social disputes or issues</li> <li>j. health, safety and environmental issues</li> </ul> 2.2 explain different ways of identifying deviations from planned work progress 2.3 describe how to identify deviations that may occur and could disrupt work programmes and schedules.

<b>Learning outcome</b>
The learner will: 3. investigate circumstances of any deviations thoroughly, and agree and implement appropriate corrective actions.
<b>Assessment criteria</b>
The learner can: 3.1 identify the detail of circumstances leading to deviations in work programmes and/or schedules 3.2 implement at least one of the following corrective actions following agreement with relevant people: <ul style="list-style-type: none"> <li>a. restore progress in accordance with agreed programmes</li> <li>b. agree new completion dates</li> <li>c. initiate contract claims</li> <li>d. secure additional resources</li> <li>e. alter planned work</li> </ul> 3.3 describe possible methods of investigating deviations from planned work progress 3.4 explain how and why appropriate corrective actions need to be agreed 3.5 explain how to implement appropriate corrective actions for deviations from planned progress.

<b>Learning outcome</b>
The learner will: 4. recommend options most likely to minimise increases in cost and time to help work progress, and pass on to the people responsible.
<b>Assessment criteria</b>
The learner can: 4.1 identify a variety of work options which may minimise increases in cost and time 4.2 propose identified work options to at least two of the following people responsible: a. clients, customers or their representative b. contractors c. consultants d. sub-contractors e. suppliers f. workforce g. internal management 4.3 explain possible options, and how to identify them, most likely to minimise increases in cost and time, and help work progress for typical projects 4.4 explain different methods and factors of recommending identified options to people responsible.

<b>Learning outcome</b>
The learner will: 5. inform people responsible regularly about progress, changes to operational programmes and resource needs, and suggest decisions and actions that need to be taken.
<b>Assessment criteria</b>
The learner can: 5.1 identify and communicate information on progress, changes to programmes, schedules and resource needs to the people responsible 5.2 make recommendations on decisions and actions that should be taken to the people responsible in order to maintain planned work progress 5.3 give reasons for, and explain how to keep responsible people regularly informed about work progress, changes to the operational programme and resource needs 5.4 describe the methods of and reasons for recommending decisions and actions that need to be taken to the people responsible to maintain planned progress.

<b>Learning outcome</b>
The learner will: 6. identify improvements from feedback received and recommend to the people responsible.
<b>Assessment criteria</b>
The learner can: 6.1 identify, from received feedback, possible improvements that could be made to work progress 6.2 suggest improvements to the people responsible based on received feedback 6.3 explain different methods and purposes of collecting, collating and analysing feedback on work progress against agreed programmes 6.4 describe how to identify possible improvements from the feedback received 6.5 explain different ways of recommending identified improvements to the people responsible.

# **Unit 408                    Controlling work progress against agreed programmes in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 409

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

**Level:** 4

**GLH:** 30

### Learning outcome

The learner will:

1. produce clear requests for plant, equipment or machinery which meets the needs of projects or operations.

### Assessment criteria

The learner can:

- 1.1 request at least four of the following types of plant, equipment or machinery as specified by plans or programme requirements:
  - a. static
  - b. mobile
  - c. accessories
  - d. consumables
  - e. health and safety equipment
  - f. specialised hand tools
  - g. standard plant, equipment or machinery
  - h. non-standard plant, equipment or machinery
- 1.2 describe the types, formats and methods of producing requests for plant, equipment or machinery that will meet the needs of projects.

<b>Learning outcome</b>
The learner will: 2. ensure and record that plant, equipment or machinery meets operational and statutory requirements prior to use in the workplace and allocate to suitable operations.
<b>Assessment criteria</b>
The learner can: 2.1 carry out checks and confirm that relevant plant, equipment or machinery meets operational and statutory requirements 2.2 record, following organisational procedures, that plant, equipment or machinery meets operational and statutory requirements 2.3 identify the requirements for relevant operations and assign appropriate plant, equipment or machinery for use 2.4 explain the ways and methods of ensuring that plant, equipment or machinery meets operational and statutory requirements prior to use 2.5 explain the factors that determine the allocation of plant, equipment or machinery for suitable operations 2.6 describe the different ways and formats for recording checks on the suitability of plant, equipment or machinery.

<b>Learning outcome</b>
The learner will: 3. identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment.
<b>Assessment criteria</b>
The learner can: 3.1 implement actions that protect the public, workforce, visitors and the environment using at least three of the following measures: a. methods of work b. risk assessment c. safe use and storage of tools d. safe use and storage of materials e. traffic controlling (including air and waterborne craft) f. emergency plans 3.2 explain different ways of identifying hazards and assessing risks from plant, equipment or machinery operations 3.3 describe methods of implementing measures that protect all people and the environment affected by on-site plant, equipment or machinery operations 3.4 outline who may be affected by plant, equipment or machinery operations relevant to typical projects.

<b>Learning outcome</b>
The learner will: 4. keep records of the use of plant, equipment or machinery.
<b>Assessment criteria</b>
The learner can: 4.1 complete and maintain records of plant, equipment or machinery use, which follow organisational requirements 4.2 describe the types and ways of keeping records of plant, equipment or machinery operations 4.3 give reasons for the need to keep records on plant, equipment or machinery use.

<b>Learning outcome</b>
The learner will: 5. recommend alternative types of plant or equipment to decision makers where existing plant, machinery or equipment is deemed unsuitable for allocated operations.
<b>Assessment criteria</b>
The learner can: 5.1 examine and analyse plant, equipment or machinery use and identify alternative types that will be suitable for the intended work 5.2 provide suggestions to decision makers/responsible people for alternative types of plant, equipment or machinery 5.3 explain the factors that determine when plant, equipment or machinery is unsuitable for intended operations and how to identify unsuitability 5.4 describe methods and processes that can identify alternative plant, equipment or machinery for specific operations 5.5 describe the ways of recommending alternative plant, equipment or machinery to decision makers/people responsible.

<b>Learning outcome</b>
The learner will: 6. issue instructions for the use of plant, equipment or machinery to operators and others directly involved.
<b>Assessment criteria</b>
The learner can: 6.1 provide guidance to plant, equipment or machinery operators, and those directly involved with the operation, that follow statutory and manufacturer's requirements 6.2 explain the formats, methods and timescales of issuing instructions and guidance to plant, equipment or machinery operators, and others directly involved.

<b>Learning outcome</b>
The learner will: 7. check and confirm that operators of plant, equipment or machinery are trained, certificated and authorised for the relevant type, and monitor for safe working.
<b>Assessment criteria</b>
The learner can: 7.1 establish that operators of plant, equipment or machinery are able and authorised for the relevant types and operations 7.2 check relevant plant operation activities to ensure they meet statutory and manufacturer’s requirements 7.3 explain the methods and organisational procedures of checking and confirming abilities and authorisation of plant, equipment or machinery operators 7.4 give reasons why plant, equipment or machinery operations should be monitored and describe effective methods on how this can be done.

<b>Learning outcome</b>
The learner will: 8. ensure the appropriate storage, servicing and maintenance of plant, equipment or machinery meets operational and statutory requirements.
<b>Assessment criteria</b>
The learner can: 8.1 arrange the storage, servicing and maintenance of plant, equipment or machinery 8.2 carry out checks to ensure the storage, serviceability and maintenance of plant, equipment or machinery meet at least three of the following operational or statutory requirements: a. health, safety and welfare of the workforce and others b. operational efficiency c. security of resources d. obligations to third parties e. regulatory authorities f. contractual commitments 8.3 explains different ways of ensuring, and why it is important, that plant, equipment or machinery is stored, serviced and maintained in accordance with operational and statutory requirements.

<b>Learning outcome</b>
The learner will: 9. inform decision makers/ people responsible when plant, equipment or machinery is no longer required.
<b>Assessment criteria</b>
The learner can: 9.1 establish that relevant plant, equipment or machinery has completed the intended work and is no longer required 9.2 notify decision makers/people responsible in writing that plant, equipment or machinery work has been completed 9.3 describe the methods and techniques for informing decision makers/people responsible when plant, equipment or machinery is no longer required 9.4 explain why decision makers/people responsible need to be informed that plant, equipment or machinery is no longer required.

# **Unit 409            Allocating and monitoring the use of plant, equipment or machinery in the workplace**

## Supporting information

### **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 410

## Controlling work against agreed standards in the workplace

**Level:** 4

**GLH:** 30

### Learning outcome

The learner will:

1. identify quality standards from available information and pass onto people responsible for their implementation before work starts.

### Assessment criteria

The learner can:

- 1.1 extract quality information from at least three of the following standards:
  - a. statutory requirements
  - b. British Standards
  - c. International Standards
  - d. Codes of Practice
  - e. organisational standards
  - f. trade advisory guidance and best practice
  - g. benchmarks and key performance indicators
- 1.2 communicate to those responsible for their implementation, the required quality standards for intended work, prior to the commencement of work
- 1.3 explain the different ways that quality standards can be identified
- 1.4 explain procedures that can be used to ensure that people responsible receive appropriate information on quality standards prior to the commencement of work
- 1.5 explain different ways of ensuring that people responsible implement appropriate quality standards before work
- 1.6 outline the types of people responsible for providing, implementing, maintaining and agreeing quality standards.

**Learning outcome**

The learner will:

2. communicate the responsibilities that individuals have for maintaining quality.

**Assessment criteria**

The learner can:

- 2.1 identify relevant individuals responsible for maintaining quality standards for relevant work
- 2.2 inform relevant individuals of their responsibilities in maintaining quality standards
- 2.3 describe methods and techniques of communicating individual responsibilities for maintaining quality standards.

**Learning outcome**

The learner will:

3. implement systems to inspect and control the quality of work and record the outcomes.

**Assessment criteria**

The learner can:

- 3.1 follow organisational systems for examining work by undertaking at least six of the following systems:
  - a. visual inspections
  - b. checks with design requirements
  - c. checks with standard documentation
  - d. checks with manufacturer's documentation
  - e. checks with delivery notes
  - f. sampling and mock-ups
  - g. testing
  - h. site inspection reports
  - i. contractor's reports
  - j. site meetings
  - k. dimensional checks
  - l. handover checks
- 3.2 document findings of inspections following organisational procedures and compare with agreed quality standards for the work
- 3.3 explain different ways of implementing systems that control the quality of work
- 3.4 explain typical methods of checking the quality of work against agreed quality standards
- 3.5 outline different ways of recording findings obtained from quality inspections
- 3.6 give reasons for implementing systems that control and record the quality of work.

<b>Learning outcome</b>
The learner will: 4. check regularly that work conforms to the design requirements and the specified quality standards.
<b>Assessment criteria</b>
The learner can: 4.1 undertake regular checks to ensure work conforms to the design requirements and agreed quality standards 4.2 describe the different methods of checking that work conforms to the design requirements and specified quality standards.

<b>Learning outcome</b>
The learner will: 5. identify work which fails the requirements and specified quality standards and ensure corrective action is taken.
<b>Assessment criteria</b>
The learner can: 5.1 apply corrective actions to faults relating to at least one of the following areas: a. materials and components and their use b. methods of construction 5.2 explain the techniques that allows work which fails to meet the requirements and quality standards to be identified 5.3 describe measures that should be taken to ensure corrective actions are taken when work which does not meet the standards are identified.

<b>Learning outcome</b>
The learner will: 6. inform decision makers regularly about significant variations in quality standards, programme and safety implications, and suggest improvements.
<b>Assessment criteria</b>
The learner can: 6.1 communicate with decision makers on issues with quality standards, programme and safety implications 6.2 identify and propose solutions to enable work to meet agreed quality standards, programme and safety requirements 6.3 explain when and how decision makers should be informed about significant variations in quality standards, programmes and possible safety implications 6.4 describe techniques and methods of suggesting improvements to decision makers.

<b>Learning outcome</b>
The learner will: 7. identify improvements from feedback received and recommend them to people responsible.
<b>Assessment criteria</b>
The learner can: 7.1 implement systems that allow feedback on the quality of work being undertaken and identify solutions that can be made 7.2 communicate suggestions of improvements that can be made on relevant work to at least two of the following people: a. clients, customers or their representatives b. contractors c. consultants d. sub-contractors e. suppliers f. workforce g. internal management 7.3 explain how improvements in quality can be identified and how to make recommendations for improvements in quality to the people responsible.

# **Unit 410            Controlling work against agreed standards in the workplace**

## Supporting information

### **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 412

# Handing over property to recipients following construction or maintenance related activities in the workplace

**Level:** 4

**GLH:** 20

### Learning outcome

The learner will:

1. negotiate and confirm procedures and time for handing over the property.

### Assessment criteria

The learner can:

- 1.1 consult with the people responsible for the implementation and time of the hand over to recipients for property
- 1.2 confirm the procedures that need to be followed when handing over property to recipients
- 1.3 outline the types of recipients that handovers of properties would be undertaken with
- 1.4 explain methods that allow hand over procedures to be negotiated and confirmed with people responsible
- 1.5 describe the techniques for negotiating and agreeing hand over times
- 1.6 give reasons why agreed hand over procedures should be followed and explain possible consequences should this not happen.

<b>Learning outcome</b>
The learner will: 2. analyse completed work against property specifications, identify and record any discrepancies.
<b>Assessment criteria</b>
The learner can: 2.1 inspect the finished work on properties and compare against the property work specifications 2.2 note discrepancies that are evident between the work specifications and the finished work 2.3 list the types of construction-related work that may be undertaken on properties where hand over procedures can occur 2.4 explain methods that allow the analysing of property specifications in order to compare details with completed tasks or work 2.5 explain ways that properties can be checked against the specifications and outline the formats that results could be recorded in 2.6 outline the types of discrepancies that could occur between specifications and completed work or tasks 2.7 describe ways that discrepancies between property specifications and completed tasks or work could be identified.

<b>Learning outcome</b>
The learner will: 3. take appropriate action to resolve any problems that emerge from an inspection of the property.
<b>Assessment criteria</b>
The learner can: 3.1 implement actions needed to resolve problems identified during property inspections prior to handover 3.2 describe the types of problems that could be evident when inspecting properties following completed work or tasks 3.3 explain how properties can be inspected to ensure work or tasks are complete prior to handover 3.4 explain possible actions that can or should be taken to resolve problems that may be identified during property inspections prior to handover.

<b>Learning outcome</b>
The learner will: 4. ensure the property is clean and tidy and all redundant materials are removed.
<b>Assessment criteria</b>
The learner can: 4.1 inspect properties to ascertain cleanliness and tidiness prior to the handover 4.2 implement actions where necessary to ensure properties are clean, tidy and free of redundant materials 4.3 explain procedures that can be used to ensure that properties are clean and tidy, redundant materials are removed, and that problems are resolved before hand over 4.4 give reasons why properties must be clean, tidy and redundant materials removed before handover, and explain possible consequences should properties not be in agreed states of cleanliness.

<b>Learning outcome</b>
The learner will: 5. observe current legislation and official guidance appropriate to the work environment.
<b>Assessment criteria</b>
The learner can: 5.1 protect the workforce, the general public, visitors and the environment by applying information from at least three of the following: a. methods of work b. risk assessment c. safe use and storage of tools d. safe use and storage of materials e. traffic management f. emergency plans 5.2 explain what current legislation and official guidance applies directly to the handing over of property.

<b>Learning outcome</b>
The learner will: 6. provide the recipient with all relevant documents, materials, information and keys or access media.
<b>Assessment criteria</b>
The learner can: 6.1 collate and prepare all relevant documentation, materials, information, keys or access media relevant to the properties being handed over 6.2 hand over all relevant information and equipment for the relevant property 6.3 describe the types of information that should be provided when handing over properties following construction or maintenance related work 6.4 explain how to ensure that relevant information for properties is available for the recipient 6.5 explain methods and formats that requisite documents, materials, information and access media can be provided to the recipient on hand over.

<b>Learning outcome</b>
The learner will: 7. advise the recipient of the procedure for contacting the appropriate people in the event of any problems.
<b>Assessment criteria</b>
The learner can: 7.1 provide the recipient with requisite contact and procedural information relating to subsequent problems that may arise following hand over 7.2 explain methods and formats that relevant information relating to contacts and problems can be provided to the recipient following hand over.

# **Unit 412            Handing over property to recipients following construction or maintenance related activities in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

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 501

# Developing and maintaining good occupational working relationships in the workplace

**Level:** 5

**GLH:** 27

### 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.

<b>Learning outcome</b>
The learner will: 2. inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.
<b>Assessment criteria</b>
The learner can: 2.1 communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> <li>a. appropriate timescales</li> <li>b. health and safety requirements</li> <li>c. co-ordination of work procedures</li> </ul> 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"> <li>a. colleagues</li> <li>b. employers</li> <li>c. customers</li> <li>d. contractors</li> <li>e. suppliers of products and services</li> <li>f. other people affected by the work/project.</li> </ul>

<b>Learning outcome</b>
The learner will: 3. offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.
<b>Assessment criteria</b>
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"> <li>a. progress</li> <li>b. results</li> <li>c. achievements</li> <li>d. occupational problems</li> <li>e. occupational opportunities</li> <li>f. health and safety requirements</li> <li>g. co-ordinated work.</li> </ul>

<b>Learning outcome</b>
The learner will: 4. clarify proposals with relevant people and discuss alternative suggestions.
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 5. resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.
<b>Assessment criteria</b>
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 501            Developing and maintaining good occupational working relationships in the workplace**

Supporting information

## **Assessment 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 502

## Providing and monitoring construction-related customer service in the workplace

**Level:** 5

**GLH:** 30

### Learning outcome

The learner will:

1. identify and use current legislation and official guidance to implement systems or procedures that will deliver and improve customer service.

### Assessment criteria

The learner can:

- 1.1 apply at least four of the following to customer service systems or procedures:
  - a. current legislation
  - b. official guidance
  - c. organisational procedures
  - d. specifications
  - e. drawing
  - f. instructions and variations
  - g. feedback processes
- 1.2 seek ways of improving customer service whilst implementing customer service systems and procedures
- 1.3 describe ways that current legislation and official guidance relevant to customer service can be identified
- 1.4 explain how identified information can be used for implementing customer service systems or procedures
- 1.5 explain methods that can effectively deliver and improve customer service.

<b>Learning outcome</b>
The learner will: 2. prepare to deal with customers in order to give consistent and reliable service.
<b>Assessment criteria</b>
The learner can: 2.1 examine current customer procedures and systems to identify if they provide consistent customer service 2.2 implement and use systems or procedures that will provide reliable and consistent service that promotes customer's confidence 2.3 explain methods that can provide consistent levels of customer service 2.4 explain how systems or procedures can be used effectively to provide a reliable level of customer service.

<b>Learning outcome</b>
The learner will: 3. work with others to resolve customer problems, communicate with customers and check that they are satisfied with the actions taken.
<b>Assessment criteria</b>
The learner can: 3.1 identify and find solutions to construction-based customer problems 3.2 communicate with customers whilst resolving problems using at least two of the following mediums: a. electronic b. verbal c. written d. via a second person e. feedback documents f. group meetings 3.3 undertake at least two of the following actions that will ensure that customers are satisfied that problems are or will be solved: a. corrective b. referral c. investigative d. reactive e. proactive 3.4 explain how best to work with others which can resolve customer service problems 3.5 describe different methods and techniques of communicating and dealing with customers 3.6 explain what checks can be undertaken to ensure that customers are satisfied with actions taken.

<b>Learning outcome</b>
The learner will: 4. solve problems within existing systems or procedures that may affect customers before the customer becomes aware of them.
<b>Assessment criteria</b>
The learner can: 4.1 investigate and/or collate information on current customer procedures and systems to identify potential or repeat customer service problems 4.2 apply rectification measures to procedures and systems to eliminate or reduce identified potential customer problems 4.3 describe ways that problems can be identified within existing systems or procedures that may affect customers 4.4 explain how and why problems in systems or procedures should be solved before customers become aware of them.

<b>Learning outcome</b>
The learner will: 5. confirm that the service given meets the customer's needs and expectations.
<b>Assessment criteria</b>
The learner can: 5.1 identify the level of service expected by construction-related customers 5.2 communicate with customers to check that service given has met their needs and expectations 5.3 explain ways of checking that customers are satisfied with the given level of service.

<b>Learning outcome</b>
The learner will: 6. inform the people responsible about changes to customer service systems or procedures that will reduce the chance of problems being repeated.
<b>Assessment criteria</b>
The learner can: 6.1 identify repeat problems in customer service, and amend customer service systems or procedures to minimise chances of problems being repeated 6.2 communicate with at least two of the following people responsible to inform them that systems or procedures have been amended: a. the client, the customer or their representative b. contractors c. consultants d. sub-contractors e. suppliers f. workforce g. internal management 6.3 explain the measures that could be taken to identify repeat problems with customer service 6.4 explain methods that allow changes to customer service systems or procedures which can reduce the chance of problems being repeated 6.5 describe how to effectively inform people responsible about amendments to systems or procedures.

<b>Learning outcome</b>
The learner will: 7. share information with people responsible to maintain and improve standards of service delivery.
<b>Assessment criteria</b>
The learner can: 7.1 inform and/or pass collated information that will maintain and improve standards of service delivery 7.2 describe ways that standards of service delivery can be maintained and improved 7.3 explain how information with people responsible could be effectively shared in order to maintain and improve standards of service delivery.

# **Unit 502**      **Providing and monitoring construction-related customer service in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed in a work environment and 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 503

# Allocating work and checking people's performance in the workplace

**Level:** 5

**GLH:** 20

### Learning outcome

The learner will:

1. confirm the programme or operations and schedules, identify priorities and critical activities, and plan how the work will be undertaken.

### Assessment criteria

The learner can:

- 1.1 identify and evaluate the priorities and critical activities in programmes or operations and schedules, and devise a plan on how the work will be undertaken
- 1.2 explain how to identify priorities and critical activities
- 1.3 explain methods of confirming programmes or operations and schedules
- 1.4 describe how the planning of work can be undertaken.

### Learning outcome

The learner will:

2. allocate work to team members, taking into account their current circumstances, and brief them on the quality standards or level expected.

### Assessment criteria

The learner can:

- 2.1 evaluate and assign work to team members and carry out briefings taking into account their:
  - a. skills
  - b. knowledge
  - c. experience
  - d. workload
- 2.2 describe how to allocate work fairly to team members whilst taking into account their current circumstances
- 2.3 explain the methods and techniques on briefing team members about quality of standards or levels expected.

<b>Learning outcome</b>
The learner will: 3. monitor the progress and quality of the work and provide prompt and constructive feedback.
<b>Assessment criteria</b>
The learner can: 3.1 carry out checks on the progress and quality of work being undertaken against programmes or operations and schedules 3.2 carry out checks on the quality of work being undertaken against quality standards 3.3 explain methods of checking the progress of work against programmes or operations, schedules and the work against quality standards 3.4 provide feedback to team members on the progress of work and standards of quality.

<b>Learning outcome</b>
The learner will: 4. motivate team members to complete the work they have been allocated and provide, where requested and possible, any additional support and/or resources.
<b>Assessment criteria</b>
The learner can: 4.1 review and supply additional support and/or resources where requested by team members 4.2 explain the different ways of motivating team members to complete the allocated work 4.3 explain ways of providing additional support to team members and ways of getting feedback on additional support from team members.

<b>Learning outcome</b>
The learner will: 5. identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.
<b>Assessment criteria</b>
The learner can: 5.1 evaluate poor or unacceptable performance for given work activities 5.2 implement methods that can improve performance of team members 5.3 describe the various methods of identifying poor or unacceptable performance 5.4 explain ways of discussing the causes of poor performance with team members and how to get agreement on ways of improving performance.

**Learning outcome**

The learner will:

6. recognise successful completion of significant pieces of work or work activities by team/team members, and advise responsible people.

**Assessment criteria**

The learner can:

- 6.1 demonstrate ways of recognising success and praising team members on successful completion of work
- 6.2 advise responsible people on successful completion of work
- 6.3 describe ways of recognising completion of significant pieces of work or work activities
- 6.4 explain effective methods of advising responsible people of the team/team member's successes.

# **Unit 503      Allocating work and checking people's performance in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed in a work environment and 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 504

## Contributing to the identification of work teams in the workplace

**Level:** 5

**GLH:** 20

### Learning outcome

The learner will:

1. identify any significant factors which will affect the number, type and availability of people and services.

### Assessment criteria

The learner can:

- 1.1 examine and analyse project requirements and consider at least three of the following significant factors:
  - a. location
  - b. cost
  - c. time
  - d. skills, experience and knowledge required and available
  - e. training and development requirements
  - f. current legislation
- 1.2 explain methods that can identify significant factors that can affect numbers, types and availability of people or services for typical projects.

<b>Learning outcome</b>
The learner will: 2. evaluate and record the quality and potential reliability of people or services, and circulate the results to decision-makers.
<b>Assessment criteria</b>
The learner can: 2.1 undertake a selection, assessment and recording process on at least two of the following people or services to check that their work quality and reliability meets organisational requirements: a. technical staff b. sub-contractors c. specialist services d. operatives 2.2 inform decision makers of the outcomes of quality and reliability checks made on relevant people or services 2.3 describe methods that can evaluate and record the quality and potential reliability of people or services 2.4 explain typical ways and techniques of circulating results from evaluations of quality and potential reliability to decision-makers.

<b>Learning outcome</b>
The learner will: 3. negotiate and agree proposals which are likely to produce effective teams.
<b>Assessment criteria</b>
The learner can: 3.1 consult people or service providers selected as meeting programme requirements, and agree proposals for their effective participation with relevant projects 3.2 confirm team members on relevant projects with selected people or service providers 3.3 explain factors that allow proposals to be made for team membership from selected people or service providers 3.4 explain negotiation methods that can be used to get appropriate people or services for given teams.

**Learning outcome**

The learner will:

4. follow rules and formalities for obtaining people and services.

**Assessment criteria**

The learner can:

- 4.1 identify and apply at least two of the following rules and formalities when identifying team members for relevant programmes of work:
  - a. contractual
  - b. current legislation
  - c. codes of practice
  - d. organisational procedures
  - e. certification of competence
- 4.2 explain how to work within current rules and formalities governing the identification of work teams
- 4.3 give reasons on why they must work within current rules and formalities when identifying teams.

## **Unit 504                    Contributing to the identification of work teams in the workplace**

Supporting information

### **Assessment Guidance**

This unit must be assessed in a work environment and 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 814 Planning highways maintenance or repair activities in the workplace

<b>Level:</b>	6
<b>GLH:</b>	30

<b>Learning outcome</b>
The learner will: 1. confirm the work requirements of planning highway maintenance or repair activities.
<b>Assessment criteria</b>
The learner can: 1.1 identify and establish at least two of the following maintenance activities and at least five of the following repair activities on at least one of the following highways: <ul style="list-style-type: none"> <li>a. maintenance: <ul style="list-style-type: none"> <li>i. scheduled and preventative</li> <li>ii. unscheduled and corrective</li> <li>iii. emergency</li> </ul> </li> <li>b. repair: <ul style="list-style-type: none"> <li>i. structure</li> <li>ii. surface</li> <li>iii. materials</li> <li>iv. markings</li> <li>v. fittings</li> <li>vi. power and light</li> <li>vii. drainage</li> <li>viii. telecommunications</li> <li>ix. special services and equipment</li> <li>x. landscaping</li> <li>xi. traffic controls</li> <li>xii. fencing</li> </ul> </li> <li>c. highways: <ul style="list-style-type: none"> <li>i. dual carriageway</li> <li>ii. single carriageway</li> <li>iii. carriageway with footway</li> <li>iv. motorway</li> <li>v. cycle way</li> <li>vi. carriageway with hard shoulder</li> </ul> </li> </ul>
1.2 explain how work requirements for highways and its maintenance or repair can be confirmed
1.3 explain who needs to be consulted when confirming work requirements for highways maintenance or repair.

<b>Learning outcome</b>
The learner will: 2. identify and review influencing factors and guidance material about the work environment.
<b>Assessment criteria</b>
The learner can: 2.1 consider at least three of the following influencing factors when planning highway maintenance or repair activities: <ul style="list-style-type: none"> <li>a. organisational requirements</li> <li>b. contractual requirements</li> <li>c. statutory requirements</li> <li>d. resource allocation</li> <li>e. working requirements</li> <li>f. environmental considerations</li> <li>g. weather conditions</li> </ul> 2.2 examine at least two of the following guidance materials when planning highway maintenance or repair activities: <ul style="list-style-type: none"> <li>a. owner's manuals</li> <li>b. log books</li> <li>c. maintenance schedules and manuals</li> <li>d. practice guides and specifications</li> <li>e. current legislation and official guidance</li> </ul> 2.3 explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning highway maintenance or repair activities.

<b>Learning outcome</b>
The learner will: 3. prioritise maintenance activities by assessing and accounting for all the influencing factors.
<b>Assessment criteria</b>
The learner can: 3.1 prioritise maintenance or repair activities whilst considering influencing factors 3.2 describe the types of maintenance activity that are applied to highways 3.3 explain methods that can assess and account for influencing factors when planning maintenance and repair activities 3.4 explain the factors that need to be taken into account when prioritising maintenance activities.

<b>Learning outcome</b>
The learner will: 4. amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.
<b>Assessment criteria</b>
The learner can: 4.1 review and update pre-determined maintenance or repair priorities by taking into account of at least four of the following changing circumstances: <ul style="list-style-type: none"> <li>a. susceptibility to damage</li> <li>b. safety requirements</li> <li>c. need to inhibit, and respond to deterioration</li> <li>d. compromised operational effectiveness</li> <li>e. weather conditions</li> <li>f. use or change of use</li> <li>g. current legislation</li> <li>h. resources</li> <li>i. security threats</li> </ul> 4.2 explain methods that allow priorities to be amended when influencing factors have been taken into account 4.3 explain how changing circumstances can be accounted for when planning maintenance and repair activities.

<b>Learning outcome</b>
The learner will: 5. prepare plans or schedules of maintenance activities and negotiate and agree them with decision makers.
<b>Assessment criteria</b>
The learner can: 5.1 identify, analyse and produce plans or schedules for at least three of the following maintenance or repair activities: <ul style="list-style-type: none"> <li>a. regular programmes</li> <li>b. tendered works</li> <li>c. responsive works</li> <li>d. cost estimated works</li> <li>e. winter maintenance</li> <li>f. traffic maintenance (signing, lighting and guarding)</li> </ul> 5.2 explain how plans and schedules can be prepared for maintenance activities 5.3 explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

# **Unit 814            Planning highways maintenance or repair activities in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed in a work environment and 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.

<b>Level:</b>	6
<b>GLH:</b>	30

### Learning outcome

The learner will:

1. confirm the work requirements against the information supplied when planning historical conservation/restoration activities.

### Assessment criteria

The learner can:

- 1.1 identify and establish at least two of the following historical conservation/restoration activities against at least five of the following information sources:
  - a. activity:
    - i. roofing
    - ii. lead work
    - iii. bricklaying and craft masonry
    - iv. earth walling
    - v. stonemasonry
    - vi. decoration
    - vii. plastering
    - viii. wall and floor tiling
    - ix. carpentry and joinery
    - x. specialist heritage activities
  - b. information sources:
    - i. survey reports
    - ii. drawings, schedules and specifications
    - iii. contractual
    - iv. statutory consents
    - v. risk assessments and method statements
    - vi. programmes
    - vii. records about the competence of people
    - viii. sub-contractor arrangements
    - ix. health, safety and environmental plan
    - x. archaeological watching brief
    - xi. material suppliers
    - xii. historical conservation plans
- 1.2 explain how work requirements for historical conservation/restoration work can be confirmed
- 1.3 explain who needs to be consulted when confirming work requirements for historical conservation/restorations.

<b>Learning outcome</b>
The learner will: 2. identify and review influencing factors and guidance material about the work environment.
<b>Assessment criteria</b>
The learner can: 2.1 consider at least three of the following influencing factors when planning historical conservation/restoration activities: <ul style="list-style-type: none"> <li>a. organisational requirements</li> <li>b. contractual requirements</li> <li>c. statutory requirements</li> <li>d. resource allocation</li> <li>e. working requirements</li> <li>f. environmental considerations</li> <li>g. weather conditions</li> </ul> 2.2 examine at least two of the following guidance materials when planning historical conservation/restoration activities: <ul style="list-style-type: none"> <li>a. owner's manuals</li> <li>b. log books</li> <li>c. maintenance schedules and manuals</li> <li>d. practice guides and specifications</li> <li>e. current legislation and official guidance</li> </ul> 2.3 explain how influencing factors and guidance materials can be identified and what different methods can be used to review them 2.4 give reasons why influencing factors should be reviewed against guidance materials.

<b>Learning outcome</b>
The learner will: 3. prioritise activities by assessing and accounting for all the influencing factors.
<b>Assessment criteria</b>
The learner can: 3.1 prioritise historical conservation/restoration activities whilst considering influencing factors 3.2 explain methods that can assess and account for influencing factors when planning historical conservation/restoration activities 3.3 explain the factors that need to be taken into account when prioritising historical conservation/restoration activities 3.4 give reasons why historical conservation/restoration activities should be prioritised.

<b>Learning outcome</b>
The learner will: 4. amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.
<b>Assessment criteria</b>
The learner can: 4.1 review and update pre-determined historical conservation/restoration priorities by taking into account at least four of the following changing circumstances: <ul style="list-style-type: none"> <li>a. susceptibility to damage</li> <li>b. safety requirements</li> <li>c. need to inhibit and respond to deterioration</li> <li>d. compromised operational effectiveness</li> <li>e. weather conditions</li> <li>f. use or change of use</li> <li>g. meeting current legislation</li> <li>h. resources</li> <li>i. security threats</li> </ul> 4.2 explain methods that allow priorities to be amended when influencing factors have been taken into account 4.3 explain how changing circumstances can be accounted for when planning historical conservation/restoration activities.

<b>Learning outcome</b>
The learner will: 5. prepare plans or schedules and negotiate and agree them with decision-makers.
<b>Assessment criteria</b>
The learner can: 5.1 identify, analyse and produce plans or schedules for at least three of the following historical conservation/restoration activities: <ul style="list-style-type: none"> <li>a. roofing</li> <li>b. lead work</li> <li>c. bricklaying and craft masonry</li> <li>d. earth walling</li> <li>e. stonemasonry</li> <li>f. decoration</li> <li>g. plastering</li> <li>h. wall and floor tiling</li> <li>i. carpentry and joinery</li> <li>j. specialist heritage activities</li> </ul> 5.2 explain how plans and schedules can be prepared for historical conservation/restoration activities 5.3 explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

# **Unit 817            Planning historical conservation/restoration activities in the workplace**

Supporting information

## **Assessment Guidance**

This unit must be assessed in a work environment and 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.

<b>Level:</b>	6
<b>GLH:</b>	50

**Learning outcome**

The learner will:

1. confirm the work requirements when planning demolition activities against the information supplied.

**Assessment criteria**

The learner can:

- 1.1 identify and establish at least two of the following demolition activities against at least five of the following information sources:
  - a. demolition activity:
    - i. soft strip
    - ii. mechanical demolition
    - iii. remote mechanical demolition
    - iv. explosive demolition
    - v. selective demolition
  - b. information sources:
    - i. survey reports
    - ii. design
    - iii. contractual
    - iv. statutory consents
    - v. risk assessments and method statements
    - vi. programmes
    - vii. records about the competence of people
    - viii. sub-contractor arrangements
    - ix. health, safety and environmental plan
    - x. type 3 asbestos survey
    - xi. service disconnection certificates
    - xii. utilities survey report
- 1.2 explain how work requirements for demolition activities can be confirmed against information sources
- 1.3 explain who needs to be consulted when confirming work requirements for demolition activities.

<b>Learning outcome</b>
The learner will: 2. identify and review influencing factors and guidance material about the work environment.
<b>Assessment criteria</b>
The learner can: 2.1 consider at least three of the following influencing factors when planning demolition activities: <ul style="list-style-type: none"> <li>a. organisational requirements</li> <li>b. contractual requirements</li> <li>c. statutory requirements</li> <li>d. resource allocation</li> <li>e. working requirements</li> <li>f. environmental considerations</li> <li>g. weather conditions</li> </ul> 2.2 examine at least two of the following guidance materials when planning demolition activities: <ul style="list-style-type: none"> <li>a. owner's manuals</li> <li>b. log books</li> <li>c. maintenance schedules and manuals</li> <li>d. practice guides and specifications</li> <li>e. current legislation and official guidance</li> </ul> 2.3 explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning demolition activities 2.4 give reasons why influencing factors should be reviewed against guidance material.

<b>Learning outcome</b>
The learner will: 3. prioritise activities by assessing and accounting for all the influencing factors.
<b>Assessment criteria</b>
The learner can: 3.1 prioritising demolition activities whilst considering influencing factors 3.2 explain methods that can assess and account for influencing factors when prioritising demolition activities 3.3 explain the factors that need to be taken into account when prioritising demolition activities 3.4 give reasons why demolition activities should be prioritised.

<b>Learning outcome</b>
The learner will: 4. amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.
<b>Assessment criteria</b>
The learner can: 4.1 review and update pre-determined demolition activity priorities by taking account of at least four of the following changing circumstances: <ul style="list-style-type: none"> <li>a. susceptibility to damage</li> <li>b. safety requirements</li> <li>c. need to inhibit and respond to deterioration</li> <li>d. compromised operational effectiveness</li> <li>e. weather conditions</li> <li>f. use or change of use</li> <li>g. meeting current legislation</li> <li>h. resources</li> <li>i. security threats</li> </ul> 4.2 explain methods that allow priorities to be amended when influencing factors have been taken into account 4.3 explain how changing circumstances can be accounted for when planning demolition activities.

<b>Learning outcome</b>
The learner will: 5. prepare plans or schedules and negotiate and agree them with decision makers.
<b>Assessment criteria</b>
The learner can: 5.1 identify, analyse and produce plans or schedules for at least three of the following demolition activities: <ul style="list-style-type: none"> <li>a. soft strip</li> <li>b. mechanical demolition</li> <li>c. remote mechanical demolition</li> <li>d. explosive demolition</li> <li>e. selective demolition</li> </ul> 5.2 explain how plans and schedules can be prepared for demolition activities 5.3 explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

# **Unit 818            Planning demolition activities in the workplace**

## Supporting information

### **Assessment Guidance**

This unit must be assessed in a work environment and 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.



## 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](http://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:

- 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
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)



## Useful contacts

### UK learners

#### General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### 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](mailto:centresupport@cityandguilds.com)

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### 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](mailto:singlesubjects@cityandguilds.com)

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### 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](mailto:intops@cityandguilds.com)

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### 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](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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HB-01-6577