



Qualification Specification

# **ProQual Level 3 NVQ Diploma in Site Inspection (Construction)**

# ProQual Level 3 NVQ Diploma in Site Inspection (Construction)



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## Introduction

The ProQual Level 3 NVQ Diploma in Site Inspection (Construction) provides a nationally recognised qualification for those working in the construction sector, and who's role includes an aspect of site inspection, and is designed to assess competence in the workplace.

The aims of this qualification are:

- To develop knowledge required to carry out effective site inspections.
- To allow candidates to demonstrate their competence at carrying out or supporting site inspections in their workplace.
- To facilitate career development within the construction industry.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 3 NVQ Diploma in Site Inspection (Construction)
<b>Qualification Number:</b>	610/5328/4
<b>Level:</b>	3
<b>Total Qualification Time (TQT):</b>	980 - 1140 Hours (Depending on units chosen) 98 – 114 Credits (Depending on units chosen)
<b>Guided Learning Hours (GLH):</b>	590 – 610 (Depending on units chosen)
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
<b>Qualification Start Date:</b>	17/02/2025
<b>Qualification Review Date:</b>	

## Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own assessment of candidates knowledge and skills to identify gaps and determine the assessment plan.

Candidates for this qualification must be at least 18 years old on the day that they are registered for this qualification. Centres are reminded that no assessment activity should be undertaken prior to a candidate being registered.

Candidates for this qualification **must** be employed in role where they will be able to generate workplace evidence for each of the units within this qualification or enrolled on a training course which includes employer placements to allow the same. Evidence of practical skills **cannot** be simulated.

Candidates who complete this qualification may progress onto other qualifications within ProQual's suite of construction leadership, management and inspection qualifications.

## Qualification Structure

This qualification consists of **seven** mandatory units. Candidates must complete all mandatory units to complete this qualification. Candidates must then also complete **one** optional unit/units. Candidates may complete more than one optional unit.

Unit Number	Unit Title	Level	TQT	GLH	CITB Ref.
Mandatory Units – Candidates must complete <b>all</b> units in this group.					
T/651/4900	Monitoring Projects in the Workplace	4	70	40	VX01v2
Y/651/4901	Monitoring Health and Safety Systems and Responsibilities in the Workplace	3	100	60	VX02v2
A/651/4902	Preparing Documentation for Handover and Obtaining Project Feedback in the Workplace	3	70	40	VX03v2
D/651/4903	Preparing and Organising Site Inspection Information in the Workplace	3	160	130	VX04v2
F/651/4904	Monitoring Dimensional Accuracy in the Workplace	3	120	60	VX05v2
H/651/4905	Practicing in a Professional and Ethical Manner in the Workplace	3	90	60	VX09v2
L/651/4908	Inspecting and Reporting on Condition of Property in the Workplace	4	310	160	VX12v2
Optional Units – Candidates must complete <b>one</b> unit in this group.					
M/651/4909	Planning and Monitoring Maintenance Programmes in the Workplace	3	110	60	VX08v2
F/617/4972	Developing and Maintaining Professional Working Relationships in the Workplace	3	70	40	VX10v2
Y/651/4910	Monitor and Solve Customer Service Problems	3	60	50	CFACSC5

## Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.



### Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

### ProQual Level 3 NVQ Diploma in Site Inspection (Construction)

#### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

#### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

#### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

## Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Award in Assessing Competence in the Work Environment.
- ProQual Level 3 Award in Assessing Vocational Achievement.

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

**Occupationally competent** means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

## Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>		Monitoring Projects in the Workplace		<b>Level:</b>		4	
<b>Unit Number:</b>		T/651/4900		<b>TQT:</b>		70	
				<b>GLH:</b>		40	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>					
1	Inspect project against agreed quality standards when monitoring projects.	1.1	Identify from project information the specified <b>quality standards</b> and ensure that they are adhered to by the <b>personnel</b> responsible for their implementation.				
		1.2	Identify and record conflicting information within project documentation including statutory and legal requirements and refer to the decision makers.				
		1.3	Suggest amendments to the project <b>quality standards</b> and specifications and record them accurately.				
		1.4	Ascertain which individuals have responsibility for maintaining <b>quality standards</b> .				
		1.5	Implement and manage <b>systems</b> for inspecting and controlling the quality of <b>work</b> and record and report the outcomes.				
		1.6	Verify that <b>work</b> conforms to the design requirements and the specified <b>quality standards</b> .				
		1.7	Identify and record <b>work</b> which fails to comply with the specified <b>quality standards</b> .				
		1.8	Agree a timeframe for rectification of non-compliance to specified <b>quality standards</b> and notify decision makers accordingly.				
		1.9	Inform decision makers about significant variations in <b>quality standards</b> , which may impact on programme, cost and safety.				

2	Understand how to inspect project against agreed quality standards when monitoring projects.	2.1	Describe what to identify as specified <b>quality standards</b> e.g. Codes of Practice and British Standards etc.
		2.2.	Describe how to identify conflicting information within the project documentation including statutory and legal requirements and how it is reported to decision makers
		2.3	Explain how to verify that <b>quality standards</b> are adhered to by the <b>personnel</b> responsible for their implementation.
		2.4	Explain how to identify non-compliances with <b>quality standards</b> , agree a timeframe for rectifications and then notify decision makers.
		2.5	Describe how to identify and inform decision makers of significant variance in <b>quality standards</b> and how they impact on <b>programme</b> , cost and safety.
		2.6	Explain how to inform and record amendments to the project quality requirements and specifications.
		2.7	Describe the responsibilities which individuals have for maintaining <b>quality standards</b> .
		2.8	Describe how and why to suggest amendments to the project quality requirements and specifications.
		2.9	Explain how to verify that <b>work</b> conforms to the design requirements and the specified <b>quality standard</b> .
		2.10	Describe how and why to suggest amendments to the project quality requirement and specifications.
		2.11	Describe how to implement and manage <b>systems</b> for inspecting and controlling the quality of <b>work</b> and record and report the outcomes

3	Monitor project progress against agreed programmes when monitoring projects.	3.1	Implement and manage <b>systems to monitor and record</b> the progress of the project against the agreed <b>programmes</b> .
		3.2	Verify progress information and report to decision makers.
		3.3.	Identify and verify <b>deviations</b> from planned progress and report to decision makers.
		3.4	Suggest options to optimise project progress efficiencies and inform decision makers.
4	Understand how to monitor project progress against agreed programmes when monitoring projects.	4.1	Explain how to implement and manage <b>systems</b> to monitor the progress of the contract against the agreed programmes, and present to decision makers.
		4.2	Explain how and why to quantify any <b>deviations</b> from planned progress.
		4.3	Describe how to identify and investigate any deviations from planned progress and report to decision makers.
		4.4	Describe how and why to suggest options to optimise cost, time and safety efficiencies and report to decision makers.
5	Verify certification for project requirements when monitoring projects.	5.1	Justify and support certification decisions with valid evidence.
6	Understand how to verify certification for project requirements when monitoring projects.	6.1	Describe how to verify <b>work</b> against the project requirements and record any variations.
		6.2	Explain how and why to justify and support <b>certification</b> decisions with valid evidence.
		6.3	Explain how to notify decision makers in cases of non-compliance

## 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.

### For Learning Outcomes One and Two:

Where an assessment criterion mentions **quality standards**, candidates must cover:

- **All** of the following:
  - Statutory requirements.
  - Project specifications.
  - British Standards.
  - Codes of Practice.
- **PLUS** at least **one** of the following:
  - International standards.
  - Organisational standards.
  - Trade advisory guidance and best practice.

Where an assessment criterion mentions **personnel**, this includes:

- The client.
- Contractors.
- Consultants
- Sub-contractors.
- Manufacturers.
- End user.

Where an assessment criterion mentions **systems**, this includes:

- Visual inspection.
- Comparison with design requirements.
- Comparison with standard documentation.
- Checking manufacturers documentation.
- Checking delivery/waste transfer notes.
- Sampling and mock-ups.
- Test monitoring.
- Site inspection reports.
- Contactor's reports.
- Site meetings.
- Dimension audits.
- BIM.

Where an assessment criterion mentions **work**, this includes:

- Materials and components and their use.
- Methods of construction.
- Completed elements.
- Specialist systems.

Product evidence for learning outcome one will include:

- Record(s) of identified quality stands and specified responsibilities
- Record(s) of systems for inspection and control which include checks, work failing requirements and corrective action
- Record(s) of information referred to others include(s) advice on non-compliance with quality standards, notifications to decision makers about non-compliance, variations in quality standards, programme, cost and safety implications, specification which conflict with statutory and legal requirements and specifications.

Processes evidence for learning outcome one will include identifying work that fails to meet the requirements.



## For Learning Outcomes Three and Four:

Where an assessment criterion mentions **systems to monitor and record**, this includes:

- Materials and components and their use.
- Methods of construction.
- Completed elements.
- Specialist systems.

Where an assessment criterion mentions **programmes**, this includes:

- Bar and Gantt charts.
- Network analysis.
- Critical path.
- Action lists.
- Method statements.

Where an assessment criterion mentions **deviations**, this includes:

- Resource shortages.
- Design problems and constraints.
- Industrial disputes.
- Lack of essential construction information.
- Construction errors.
- Inclement weather.
- Physical constraints.
- Legal.
- Social.
- Environmental.
- Contract variations.
- Political.
- Economic.
- Sociological.
- Technological.

For learning outcome 3, product evidence will include:

- Progress monitor and record system(s) including record(s) which include collected and summarised information.
- Record(s) of summarised progress information, including identified, investigated and qualified deviations.
- Record(s) of information and suggestions about progress passed to decision makers which include options like to optimise project efficiencies in cost and time, changes and resource needs.

### **For Learning Outcome Five:**

Where an assessment criterion refers to **personnel responsible**, this includes:

- The client.
- Contractor.
- Consultants.
- Sub-contractors.
- Suppliers.

Where an assessment criterion refers to **certification**, this includes:

- Non-conformance.
- Day-works.
- Schedule of defects.
- Rectify defects.
- Practical completion.

Product evidence will include verification of certificates and notices issues and cases of non-compliance.

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

There must be work place evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of the range for each relevant assessment criteria. The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

## Additional Assessment Information

Where an assessment criterion is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criterion is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

<b>Title:</b>		Monitoring Health and Safety Systems and Responsibilities in the Workplace		<b>Level:</b>	3
<b>Unit Number:</b>		Y/651/4901	<b>TQT:</b>	100	<b>GLH:</b> 60
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Monitor health and safety systems and responsibilities.	1.1	Identify which workplace <b>hazards</b> are relevant to their job.		
		1.2	Identify construction practices which could harm themselves or others when carrying out their role.		
		1.3	Identify the persons responsible for health and safety in their workplace.		
		1.4	Identify the <b>hazards</b> arising from construction products and processes.		
		1.5	Report the <b>hazards</b> which they have identified to the people responsible.		
		1.6	Identify and report differences between workplace instructions and suppliers' or manufacturers' instructions.		
		1.7	Demonstrate that their personal conduct at work protects the health and safety of themselves and others, meets any legal responsibilities and is in accordance with workplace instructions.		
2	Understand how to monitor health and safety responsibilities.	2.1	Describe what to identify as the workplace <b>hazards</b> which are relevant to their job		
		2.2	Describe which construction practices which could harm themselves or others when carrying out their role.		
		2.3	Explain how to identify the persons responsible for health and safety in their workplace		
		2.4	Describe how to identify the <b>hazards</b> arising from construction products and processes.		

2	<i>Continued</i>	2.5	Describe how and why to report <b>hazards</b> which they have identified to those responsible for health and safety.
		2.6	Describe how to identify and report differences between workplace instructions and suppliers' or manufacturers' instructions
		2.7	Explain how to make sure that their personal conduct at work protects the health and safety of themselves and others, meets any legal responsibilities and is in accordance with workplace instructions
3	Monitor systems for managing site health, safety and welfare.	3.1	Identify possible opportunities for improving the health and safety of the work environment.
		3.2	Encourage a culture of <b>health, safety and welfare</b> on site.
		3.3	Carry out reviews to ensure <b>statutory notices</b> , safety information and hazard warnings are maintained.
		3.4	Carry out reviews to ensure <b>health, safety and welfare equipment</b> , are in place, correctly used, applied and maintained to meet the <b>project requirements</b> .
		3.5	Carry out reviews to ensure <b>inductions</b> are being carried out.
		3.6	Monitoring that systems are in place to meet <b>project requirements</b> .
		3.7	Notify and report to those responsible where non-compliance has been identified

4	Understand how to monitor systems for managing site health, safety and welfare.	4.1	Describe what to identify as possible opportunities for improving the health and safety of the work environment.
		4.2	Explain how to encourage a culture of <b>health, safety and welfare</b> on site.
		4.3	Describe how and why to recommend possible opportunities for improving the health and safety of the work environment.
		4.4	Explain how to carry out reviews to ensure that <b>statutory</b> notices, safety information and hazard warnings are maintained
		4.5	Explain how to carry out reviews to ensure <b>health, safety and welfare</b> equipment, are in place, correctly used and maintained to meet the <b>project requirements</b> .
		4.6	Explain how to carry out reviews to ensure that <b>inductions</b> are being carried out.
		4.7	Describe how to monitor that systems are in place which meet <b>project requirements</b>
		4.8	Explain how to notify and report to those responsible where non-compliance has been identified

## 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.

### **For Learning Outcomes One and Two:**

Where an assessment criterion refers to **hazards**, this includes:

- Falls from height.
- Slips, trips and falls (same level).
- Hit by falling or moving objects.
- Manual handling.
- Health issues.
- Power sources.
- Hazardous substances.
- Trapped by something collapsing or overturning.
- Confined spaces.
- Fire.
- Lack of/breaches of security.
- Water.
- Moving vehicles.

For learning outcome one, product evidence will include information on significant residual risks which includes identified hazards arising from construction products and processes.

**For Learning Outcomes Three and Four:**

Where an assessment criterion refers to **statutory notices**, this includes:

- Prescribed notices.
- Certificates.
- Site safety signs.

Where an assessment criterion refers to **health, safety and welfare equipment**, this includes:

- Protective clothing.
- Protective equipment.
- First aid facilities and arrangements.
- Welfare facilities.
- Storage, security and disposal of materials and equipment.
- Accident and incident reporting.
- Fire-fighting equipment.
- Provision of health, safety and welfare training.

Where an assessment criterion refers in **inductions**, this includes:

- Health and safety responsibilities.
- Site, construction and installation operations.
- Health, safety and welfare equipment and resources.
- Risk control procedures.
- First aid arrangements.
- Health and safety plans.
- Site specific procedures.
- Emergency and evacuation procedures.

Where an assessment criterion refers to **project requirements**, this includes:

- Construction specific health, safety and welfare regulations.
- General health, safety and welfare legislation.
- Recognised industry codes of practice.
- Organisational procedures.
- Identifying hazards.
- Reducing associated risk.
- Reporting accidents and incidents and preventing recurrence.
- Situations which do not comply with regulations.



For learning outcome three, product evidence will include:

- Record(s) of encouraging a culture of health, safety and welfare of people on site which include recommending possible opportunities for improvement.
- Record(s) of implemented and maintained systems which include statutory notices, safety information, hazard warnings and equipment.

Process evidence will include:

- Monitoring of health, safety and welfare of people on site which include encouraging the culture and recommending possible opportunities for improvement.
- Notifying those responsible where aspects of non-compliance are identified.

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

There must be work place evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of the range for each relevant assessment criteria. The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

## Additional Assessment Information

Where an assessment criterion is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criterion is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

<b>Title:</b>		Preparing Documentation for Handover and Obtaining Project Feedback in the Workplace		<b>Level:</b> 3	
<b>Unit Number:</b>		A/651/4902	<b>TQT:</b>	70	<b>GLH:</b> 40
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Prepare documentation for project handover.	1.1	Review <b>project requirements</b> , consult with <b>stakeholders</b> and monitor a commissioning programme.		
		1.2	Demonstrate that <b>project requirements</b> have been met and record outstanding work and non-compliant items.		
		1.3	Monitor commissioning inspections and tests that require certification and ensure that they are witnessed by <b>stakeholders</b> as required.		
		1.4	Identify and record any outstanding works.		
		1.5	Confirm any <b>stakeholder</b> concerns that need to be addressed at project handover and record any required actions.		
		1.6	Record relevant <b>information</b> produced during design, construction and installation, which can be used for operation and maintenance in accordance with the contract.		
2	Understand how to prepare documentation for project handover.	2.1	Describe what to identify and record as outstanding works.		
		2.2	Explain how to review project requirements and consult with stakeholders.		
		2.3	Explain how to demonstrate that project requirements have been met and record outstanding work and non-compliant methods		
		2.4	Describe how and why to review a commissioning programme.		

2	Continued	2.5	Describe how and why to monitor a commissioning programme.
		2.6	Describe how and why to monitor commissioning inspections and tests that require certification and ensure they are witnessed by <b>stakeholders</b> as required.
		2.7	Describe how to confirm any <b>stakeholder</b> concerns that need to be addressed at project handover and record any required actions.
		2.8	Describe how to record the most relevant <b>information</b> produced during design, construction and installation, which can be used for operation and maintenance in accordance with the contract
3	Obtain and communicate project feedback.	3.1	Obtain, investigate and assess <b>feedback information</b> .
		3.2	Identify and record feedback and confirm areas to focus on for making <b>possible</b> improvements.
		3.3	Review and communicate the <b>feedback information</b> , match it against the original requirements and objectives and summarise both positive and negative factors
4	Understand how to obtain and communicate project feedback.	4.1	Describe what <b>feedback</b> to identify and record to confirm the areas to focus on for making <b>possible improvements</b> .
		4.2	Explain how to obtain <b>feedback information</b> .
		4.3	Describe how to summarise both positive and negative factors from the <b>feedback information</b> .
		4.4	Describe how and why to match <b>feedback information</b> against the original requirements and objectives
		4.5	Describe how and why to review the <b>feedback information</b> .
		4.6	Describe how and why to investigate and assess <b>feedback information</b> .
		4.7	Explain how to communicate the <b>feedback information</b> .

## 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.

### **For Learning Outcomes One and Two:**

Where an assessment criterion refers to **project requirements**, this includes:

- Time.
- Quality.
- Cost.
- Health and safety.
- Regulations.
- Sustainability.
- Defects rectification period.

Where an assessment criterion refers to **stakeholders**, this includes:

- Clients.
- Users.
- Consultants.
- Contractors.
- Regulating authorities.
- Manufacturers.

Where an assessment criterion refers to **information**, this includes:

- Record drawings.
- Schedules.
- Specifications.
- Contract records.
- Photographs.
- Trade literature.
- Statutory consents.
- Commissioning and test certificates.
- Operating instructions and performance ratings.
- Guarantees.
- Warranties.
- Health and safety file.

For learning outcome one, product evidence will include:

- Commissioning programmes.
- Record(s) of checks on project requirements, certification requirements, outstanding work and non-compliant items.
- Record(s) of handover which include inspections and confirmed concerns and actions.

### **For Learning Outcomes Three and Four:**

Where an assessment criterion refers to **possible improvements from feedback**, this includes:

- Working arrangements.
- Formal and informal communications.
- Quality control.
- Design, technical and operational appraisal.
- Benchmarking and post project review.

Where an assessment criterion refers to **feedback information**, this includes:

- Approved providers.
- Project documentation.
- Organisational documentation.
- Standard details and specifications.
- Product information.
- Government and statutory publications.

Where an assessment criterion refers to **methods and sources**, this includes:

- Project records and documentation.
- Site inspections.
- Meetings.
- Reports.

For learning outcome three, product evidence will include records of obtained feedback information which includes:

- Investigation.
- Assessment.
- Review.
- Summary of identified improvements

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

There must be work place evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of the range for each relevant assessment criteria. The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

## Additional Assessment Information

Where an assessment criterion is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criterion is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.



<b>Title:</b>		Preparing and Organising Site Inspection Information in the Workplace		<b>Level:</b>	3	
<b>Unit Number:</b>		D/651/4903	<b>TQT:</b>	160	<b>GLH:</b>	130
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>				
1	Prepare site inspection information.	1.1	Accurately establish the <b>purpose</b> of the <b>information</b>			
		1.2	Complete documents to meet the required <b>purpose</b> .			
		1.3	Ensure the layout, spelling, grammar and punctuation are correct and consistent.			
		1.4	Ensure that the content of <b>information</b> is comprehensive and accurate and is presented in a logical sequence.			
		1.5	Ensure that the content of the <b>information</b> is succinct and provides sufficient guidance to decision makers.			
		1.6	Ensure that sources of <b>information</b> , on which documents are based, are verified as current, accurate and valid.			
		1.7	Monitor and record that work practices are in accordance with legal and regulatory requirements and organisational procedures.			
		1.8	Record promptly and accurately reasons where work is not achievable within specified deadlines.			
		1.9	Provide completed <b>information</b> within agreed deadlines.			
		1.10	Maintain security and confidentiality of <b>information</b> .			

2	Understand how to prepare site inspection information.	2.1	Describe how to establish the <b>purpose</b> of the <b>information</b> .
		2.2	Explain how to complete documents to meet the required <b>purpose</b> .
		2.3	Explain how to ensure that the layout, spelling, grammar and punctuation are correct and consistent.
		2.4	Explain how to ensure that the content of <b>information</b> is comprehensive and accurate and is presented in a logical sequence.
		2.5	Describe how to ensure that the content of the <b>information</b> is succinct and provides sufficient guidance to decision makers.
		2.6	Explain how to ensure that sources of <b>information</b> , on which documents are based, are verified as accurate and valid.
		2.7	Explain how to record reasons where work is not achievable within specified deadlines.
		2.8	Describe how to provide completed <b>information</b> within agreed deadlines.
		2.9	Describe how to monitor and record that work practices are in accordance with legal and regulatory requirements and organisational procedures.
		2.10	Describe how to maintain security and confidentiality of <b>information</b> .
3	Organise site inspection information.	3.1	Describe how to ensure that the content of the <b>information</b> is succinct and provides sufficient guidance to decision makers.
		3.2	Explain how to ensure that sources of <b>information</b> , on which documents are based, are verified as accurate and valid.
		3.3	Explain how to record reasons where work is not achievable within specified deadlines.

4	Understand how to organise site inspection information.	4.1	Describe how to identify specific <b>site inspection information</b> .
		4.2	Explain to how to collate <b>site inspection information</b> .
		4.3	Describe how to operate appropriate and valid procedures for maintaining <b>site inspection information systems</b> .
		4.4	Explain how to summarise and disseminate <b>site inspection information</b> .
		4.5	Describe how to organise <b>information</b> into a suitable form for use.
5	Provide information and guidance on site inspection issues.	5.1	Obtain and provide <b>site inspection information</b> and advice which is relevant to the task, complete, summarised accurately and clearly relevant to the issues.
		5.2	<b>Communicate site inspection information</b> using a style of communication which is appropriate to the <b>people receiving the information and advice</b> .
6	Understand how to provide information and guidance on site inspection issues when preparing and organising site inspection information.	6.1	Obtain and provide <b>site inspection information</b> and advice which is relevant to the task, complete, summarised accurately and clearly relevant to the issues.
		6.2	<b>Communicate site inspection information</b> using a style of communication which is appropriate to the <b>people receiving the information and advice</b> .
		6.3	Obtain and provide <b>site inspection information</b> and advice which is relevant to the task, complete, summarised accurately and clearly relevant to the issues.

## 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.

### **For Learning Outcomes One and Two:**

Where an assessment criterion refers to **purpose**, this includes:

- Site inspection reports.
- Written, graphical and electronic records of actual work against programmed work.

Where an assessment criterion refers to **information**, this includes:

- For self.
- Developed on behalf of others.
- Self-generated.
- Produced according to instructions from others.
- Approved providers.
- Contract documentation.
- Standard drawings.
- Specifications.
- Technical books.
- Product information.
- Government and statutory publications.
- Research and advisory data.
- Reports.
- Samples.
- Project documentation.
- Organisational documentation (e.g. Pro forma).

Where an assessment criterion refers to **site inspection information systems**, this includes:

- Paper based (e.g. Manual files, technical library).
- Photo reduced (e.g. Microfiche).
- Electronic (e.g. Computer database, CD ROMS, on-line).

For learning outcome one, product evidence will include information and records of checks made.

## For Learning Outcomes Three and Four:

Where an assessment criterion refers to **information** this means as defined in learning aims one and two.

Where an assessment criterion refers to **site inspection information** this means as defined in learning aims five and six.

For learning outcome three, product evidence will include:

- Record(s) of procedures set up for maintaining site inspection information systems.
- Record(s) of disseminated information.

## For Learning Aims Five and Six

Where an assessment criterion refers to **obtain site inspection information**, this includes:

- Using proactive and open methods.
- Using discussion.
- Using questioning.
- Showing sensitivity to feedback.

Where an assessment criterion refers to **site inspection information**, this includes:

- Sharing experience.
- Giving instructions.
- Making decisions.
- Increasing understanding.
- Implementing a solution.
- Testimony to legally constituted bodies.
- Facilitation.

Where an assessment criterion refers to **communicate**, this includes:

- Orally.
- In writing.
- Graphically.
- Electronically.

Where an assessment criterion refers to **people receiving information and advice**, this includes:

- Same and other related occupations.
- Clients and customers.
- Technical and non-technical team members.
- Craftspeople and operatives.
- Senior and junior colleagues.
- Members of the public.
- Government agencies.

For learning aim five, product evidence will include site inspection information and advice provided.

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

There must be work place evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of the range for each relevant assessment criteria. The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

## Additional Assessment Information

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Where an assessment criterion is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

<b>Title:</b>		Monitoring Dimensional Accuracy in the Workplace		<b>Level:</b>	3
<b>Unit Number:</b>	F/651/4904	<b>TQT:</b>	120	<b>GLH:</b>	60
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Monitor dimensional accuracy.	1.1	Correlate, check and calculate <b>information</b> on construction which is relevant to the <b>setting-out</b> of the project.		
		1.2	Identify any <b>differences</b> between the specified and the actual site dimensions, record them accurately and inform the decision makers.		
		1.3	Monitor <b>reference markers</b> which are accurate, identified clearly and protected from movement or removal.		
		1.4	Use appropriate <b>observation methods</b> which meet the specified accuracy criteria.		
		1.5	Use <b>measuring and recording equipment</b> which meets the specified accuracy criteria at the level required.		
		1.6	Observe and measure <b>dimensional controls</b> , setting out points, lines and profiles accurately and record the results to meet quality standards.		
		1.7	Identify and record any <b>errors</b> in position, alignment and level and report to the decision makers.		
		1.8	Record any <b>setting out information</b> which may be of later use, and store it securely so that it is available when needed.		



2	Understand how to monitor dimensional accuracy.	2.1	Describe how and why to correlate <b>information</b> on construction relevant to the <b>setting-out</b> of the project.
		2.2	Explain how to check <b>information</b> on construction relevant to the <b>setting-out</b> of the project.
		2.3	Describe how to calculate <b>information</b> on construction relevant to the <b>setting-out</b> of the project.
		2.4	Describe how to record any <b>differences</b> between the specified and the actual site dimensions.
		2.5	Describe what to identify as any <b>differences</b> between the specified and the actual site dimensions.
		2.6	Explain how to inform decision makers of any differences between specifications.
		2.7	Describe how and why to monitor <b>reference markers</b> which are accurate, identified clearly and protected from movement or removal.
		2.8	Explain how to use appropriate <b>observation methods</b>
		2.9	Explain what to identify and record as any <b>errors</b> in position, alignment and level.
		2.10	Explain how to record and store any <b>setting out information</b> which may be of later use.
		2.11	Describe how to observe and measure <b>dimensional controls</b> , setting out points, lines and profiles accurately and record the results to meet quality standards
		2.12	Explain how to use <b>measuring and recording equipment</b> which meets the specified accuracy criteria at the level required.

## 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.

Where an assessment criterion refers to **setting out information**, this includes:

- Dimensions.
- Locations.
- Levels (including inaccuracies and deviations).

Where an assessment criterion refers to **differences**, this includes:

- Boundaries.
- Levels.
- Locations.

Where an assessment criterion refers to **reference markers**, this includes:

- Ground stations.
- Base Lines.
- Benchmarks.
- Elevated target positions.
- Structural grid.

Where an assessment criterion refers to **observation methods**, this includes:

- Graphical.
- Measured.
- Instruments.

Where an assessment criterion refers to **measuring and recording equipment**, this includes:

- Mechanical.
- Optical.
- Electronic.
- Field book.

Where an assessment criterion refers to **dimensional controls**, this includes:

- Lines.
- Levels.
- Angles.
- Distances.

Where an assessment criterion refers to **errors**, this means arising from:

- Transfer of lines and levels.
- Use of wrong lines and levels.
- Calculations.

For learning outcome one, product evidence will include:

- Record(s) of checked, correlated and calculated survey and construction information which includes any identified difference between the specified and actual site dimensions.
- Record(s) of set out and reference markers including dimensional controls.
- Record(s) of observation used.
- Record(s) of information.

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

There must be work place evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of the range for each relevant assessment criteria. The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

## Additional Assessment Information

Where an assessment criterion is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

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- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

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Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

<b>Title:</b>		Practicing in a Professional and Ethical Manner in the Workplace		<b>Level:</b>	3	
<b>Unit Number:</b>		H/651/4905	<b>TQT:</b>	90	<b>GLH:</b>	60
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>				
1	Operate within standards when practising in a professional and ethical manner.	1.1	Make judgements and offer advice which balances the needs of the <b>stakeholder</b> , the resources available and the needs of the community and environment that are affected.			
		1.2	Accept personal responsibility for personal decisions.			
		1.3	Communicate in a style and manner which maintains professional independence.			
		1.4	Maintain confidentiality of information.			
		1.5	Define and agree the terms of reference and the expectations of the <b>stakeholders</b> .			
		1.6	Operate within agreed working practices and <b>systems</b> which conform to legal requirements and <b>ethical standards</b> .			
2	Understand how to operate within standards when practicing in a professional and ethical manner.	2.1	Describe how and why to make judgements which balance the needs of the <b>stakeholder</b> , the resources available and the needs of the community and the environment that are affected.			
		2.2	Explain how and why to maintain confidentiality of the information.			
		2.3	Explain how to communicate in order to maintain professional independence.			
		2.4	Describe how and why to offer advice which balances the needs of the <b>stakeholder</b> , the resources available and the needs of the community and environment that are affected.			
		2.5	Describe how and why to accept personal responsibility for personal decisions.			

2	<i>Continued</i>	2.6	Explain how to operate within agreed working practices and <b>systems</b> which conform to legal requirements and <b>ethical standards</b> .
		2.7	Describe how and why to define the terms of reference and the expectations of <b>stakeholders</b> .
		2.8	Describe how and why to agree the terms of reference and the expectations of the stakeholders
3	Undertake personal development in the occupational practice area when practising in a professional and ethical manner.	3.1	Define the personal <b>aims and objectives</b> for undertaking <b>personal development</b> .
		3.2	Identify <b>sources of support and guidance</b> for undertaking <b>personal development</b> .
		3.3	Identify and select relevant <b>standards of competence</b> against which <b>personal development</b> can be measured.
		3.4	Analyse the current personal level of performance against the identified <b>standards of competence</b> and record a profile of present competence and <b>personal development</b> needs.
		3.5	Prepare a <b>development plan</b> for achieving identified development needs.
		3.6	Undertake <b>development activities</b> aimed at achieving identified development needs, <b>review</b> and record progress and the effectiveness of the activities.
		3.7	Measure the achievement of identified development needs and record evidence of competence gained against the identified <b>standards of competence</b> .
		3.8	<b>Review</b> the cycle of <b>personal development aims and objectives</b> and revise and update <b>aims and objectives</b> to suit the circumstances.

4	Understand how to undertake personal development in the occupational practice area practising in a professional and ethical manner.	4.1	Describe how to revise and update <b>personal development aims and objectives</b> to suit the circumstances.
		4.2	Describe how and why to <b>review</b> the currency of <b>personal development aims and objectives</b> .
		4.3	Describe how and why to define the personal <b>aims and objectives</b> for undertaking <b>personal development</b> .
		4.4	Explain what to identify as <b>sources of support and guidance</b> for undertaking <b>personal development</b> .
		4.5	Explain how to contact <b>sources of support and guidance</b> for undertaking <b>personal development</b> .
		4.6	Describe what to identify as relevant <b>standards of competence</b> against which <b>personal development</b> can be measured.
		4.7	Explain how to record a profile of present competence and <b>personal development</b> needs
		4.8	Describe how to measure the achievement of identified development needs and record evidence of competence gained against the identified <b>standards of competence</b> .
		4.9	Describe how and why to analyse the current personal level of performance against the identified <b>standards of competence</b> .
		4.10	Describe how and why to select relevant <b>standards of competence</b> against which <b>personal development</b> can be measured.
		4.11	Describe how and why to prepare a <b>development plan</b> .
		4.12	Explain how to record progress and the effectiveness of the <b>development activities</b> .
		4.13	Describe how and why to <b>review</b> progress and the effectiveness of the <b>development activities</b> .
		4.14	Describe how and why to undertake <b>development activities</b> .

## 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.

### **For Learning Outcomes One and Two:**

Where an assessment criterion refers to **systems**, this includes:

- Insurance.
- Guarantees.
- Warranties.
- Contract conditions.
- Bonds.

Where an assessment criterion refers to **ethical standards**, this includes:

- Ethical codes of practice within the occupation or discipline,
- Statute law.
- Voluntary codes of practice.
- Duty of care.
- Conflicts of interest.

Where an assessment criterion refers to **stakeholders**, this includes:

- Clients.
- Users.
- Consultants.
- Contractors.
- Regulating authorities.
- Manufacturers.

For learning aim one, product evidence will include records of contracts, agreements and terms of reference which include conformance to legal requirements and ethical standards.



### **For Learning Outcomes Three and Four:**

Where an assessment criterion refers to **aims and objectives**, this includes:

- Preparation for career development.
- Intellectual challenge.
- Need for updating.
- Need to provide evidence of vocational competence.
- Compliance with employer and professional requirements.
- Awareness of development needs.

Where an assessment criterion refers to **personal development**, this includes:

- Maintenance of competence.
- Development of new competence.
- Commitment to vocational excellence.

Where an assessment criterion refers to **sources of support and guidance**, this includes:

- National/industry bodies.
- Professional institutions.
- Education and training providers.
- In house.
- National occupational standards.
- Current publications.

Where an assessment criterion refers to **standards of competence**, this includes:

- Job descriptions.
- Professional institution requirements.
- Industry national occupational standards.

Where an assessment criterion refers to **development plan**, this includes:

- Objectives.
- Priorities.
- Target dates.
- Development activities.

Where an assessment criterion refers to **reviewing**, this includes:

- Self or assessed.
- In conjunction with others.
- Peer groups.

For learning aim two, product evidence will include:

- Record(s) of personal development aims and objectives which include sources of support and guidance and selected standards of competence and reviews and updates.
- Profile(s) of present competence identified against standards of competence.
- Personal development plan(s) which include identified development needs.
- Record(s) of developed progress achievement and evidence of competence identified against standards of competence.

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

There must be work place evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of the range for each relevant assessment criteria. The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

## Additional Assessment Information

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<b>Title:</b>		Inspecting and reporting on condition of property in the workplace		<b>Level:</b>	4	
<b>Unit Number:</b>		L/651/4908	<b>TQT:</b>	310	<b>GLH:</b>	160
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>				
1	Inspect condition of property.	1.1	Identify the purpose of the inspection, evaluate available <b>data</b> and obtain the equipment, <b>resources</b> and specialist advice that will be needed.			
		1.2	Verify that <b>stakeholders</b> who will be affected have given their permission.			
		1.3	Identify and manage <b>health and safety risks</b> relating to inspections.			
		1.4	Accurately record and report <b>characteristics</b> of the <b>property</b> which are necessary for the purpose of the inspection.			
2	Understand how to inspect condition of property.	2.1	Describe what to identify as the purpose of the inspection, evaluate available data and obtain the equipment, resources and specialist advice that will be needed.			
		2.2	Describe how and when to verify that <b>stakeholders</b> who will be affected have given their permission			
		2.3	Explain how to identify and manage <b>health and safety risks</b> relating to inspection			
		2.4	Explain how to accurately record and report <b>characteristics</b> of the <b>property</b> which are necessary for the inspection.			

3	Report on condition of property.	3.1	Collate <b>information</b> on the condition of <b>property</b> .
		3.2	Identify possible causes of failure and deterioration of the <b>property</b> and the implications and consequences.
		3.3	Prepare and submit a report which is accurate, complete, which clearly specifies the <b>level of condition</b> and contains <b>relevant information</b> .
		3.4	Clarify and justify findings and clearly explain instances where and why accurate inspection and measurement has not been possible
		3.5	Retain records which are clear, accurate and complete and conform to accepted professional and statutory requirements
4	Understand how to report on condition of property.	4.1	Explain how to retain records.
		4.2	Explain how to collate <b>information</b> on the condition of <b>property</b> .
		4.3	Describe what to identify as possible causes of failure and deterioration of the <b>property</b> and the implications and consequences.
		4.4	Describe how and why to clarify and justify findings
		4.5	Describe how to explain, clearly, instances where and why accurate inspection and measurement has not been possible.
		4.6	Explain how to prepare and submit a report, in full, and which clearly specifies the <b>level of condition</b> and contains <b>relevant information</b> .

## 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.

### **For Learning Outcomes One and Two:**

Where an assessment criterion refers to **resources**, this includes:

- The client.
- Land registry.
- Local search.
- Tenants.
- Existing surveys/inspections.
- Legal documents.
- Historical.
- Occupiers.
- Local authority records.

Where an assessment criterion refers to **health and safety risks**, this includes:

- Falls from height.
- Slips, trips and falls (same height).
- Hit by falling or moving objects.
- Manual handling.
- Health issues.
- Power sources.
- Hazardous substances.
- Trapped by something collapsing or overturning.
- Confined spaces.
- Fire.
- Obstructions.
- Moving vehicles.
- Water.
- Security breaches.
- Sector or context specific.
- Structures .

Where an assessment criterion refers to **characteristics**, this includes:

- Age.
- Type
- Construction
- Size.
- Heritage Status.
- Use.
- Location.
- Orientation.

Where an assessment criterion refers to **stakeholders**, this includes:

- Clients.
- Users.
- Consultants.
- Regulating authorities.
- Manufacturers.

For learning outcome one, product evidence will include:

- Evaluation(s) of available data.
- Record(s) of inspection(s) which include equipment, resources and level of specialist advice obtained, and permissions.

### **For Learning Outcomes Three and Four:**

Where an assessment criterion refers to **information**, this includes information from:

- The client.
- Occupiers.
- Survey data.
- Industry standards and legislation.
- Inspection observations and measurements.
- Samples.
- Media.

Where an assessment criterion refers to **level of condition**, this includes:

- Age, type, construction, size and heritage status.
- Condition rating.
- Energy efficiency.
- Susceptibility to damage.
- Safety requirements.
- Need to inhibit deterioration.
- Meet minimum legal standards.
- Suspected concealed defects.

Where an assessment criterion refers to **property**, this includes:

- Structure.
- Materials.
- Finishes.
- Fittings.
- Services.
- External works.
- Assets.

Where an assessment criterion refers to **relevant information**, this includes:

- Meets relevant codes of practice and standards.
- Recommended remedial work.
- Any qualifying factors.
- Need for further investigation.

For learning outcome three, product evidence will feature a report which includes:

- Collated information.
- Identified causes of possible failure and deterioration.
- Implications and consequences.
- Specified level of condition.
- Findings and explanation.

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

There must be work place evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of the range for each relevant assessment criteria. The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.



## Additional Assessment Information

Where an assessment criterion is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criterion is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

<b>Title:</b>		Planning and Monitoring Maintenance Programmes in the Workplace		<b>Level:</b>	3
<b>Unit Number:</b>	M/651/4909	<b>TQT:</b>	110	<b>GLH:</b>	60
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Plan and monitor maintenance programmes.	1.1	Plan and schedule in accordance with agreed objectives for the <b>maintenance of property</b> .		
		1.2	Review <b>influencing factors</b> and <b>guidance material</b> about the <b>maintenance of property</b> .		
		1.3	Prioritise <b>maintenance</b> having regard to the <b>influencing factors</b> .		
		1.4	Prepare and verify plans and schedules of <b>maintenance</b> for implementation with <b>stakeholders</b> .		
		1.5	Monitor the programme and identify any specific <b>resources</b> and performance issues and recommend appropriate action.		
		1.6	Verify the compliance of <b>statutory requirements</b> for both planned preventative <b>maintenance</b> and emergency works.		
		1.7	Verify that accurate monitoring records are maintained and retained.		
2	Understand how to plan and monitor maintenance programmes.	2.1	Describe how and why to plan and schedule in accordance with agreed objectives for the <b>maintenance of property</b> .		
		2.2	Describe how and why to review <b>influencing factors</b> and <b>guidance material</b> about the <b>maintenance</b> of property.		
		2.3	Describe how and why to prioritise the <b>maintenance</b> having regard to all the <b>influencing factors</b> .		
		2.4	Describe how and why to verify plans and schedules of <b>maintenance</b> for implementation with <b>stakeholders</b> .		

2	Continued	2.5	Describe how and why to monitor the programme and identify specific <b>resources</b> and performance issues.
		2.6	Describe how and why to recommend appropriate action.
		2.7	Explain how to verify the compliance of <b>statutory requirements</b> for both planned preventative <b>maintenance</b> and emergency works.
		2.8	Explain how to verify that accurate monitoring records are maintained and retained

### 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.

Where an assessment criterion refers to **maintenance**, this includes:

- Scheduled and preventative.
- Unscheduled and reactive.
- Emergency.

Where an assessment criterion refers to **property**, this includes:

- Structure.
- Materials.
- Finishes.
- Fittings.
- Services.
- external works.
- Assets.

Where assessment criterion refers to **influencing factors**, this includes:

- Ergonomics and logistics.
- Contractual requirements..
- Statutory requirements.
- Health and safety requirements.
- Resource allocation.
- Operational requirements.
- Environmental considerations.
- Fair wear and tear/damage.
- Heritage status.

Where an assessment criterion refers to **guidance material**, this includes:

- Owners' manuals.
- Log books.
- Maintenance schedules and manuals.
- Practice guides and specifications.
- Health and safety files.
- As built drawings.

Where an assessment criterion refers to **resources**, this includes:

- Materials.
- Plant and equipment.
- Finance.
- Time.
- Personnel.

Where an assessment criterion refers to **stakeholders**, this includes:

- Clients.
- Users.
- Consultants.
- Contractors.
- Regulating authorities.
- Manufacturers.

Where an assessment criterion refers to **statutory requirements**, this includes:

- Testing.
- Examination.
- Inspection.
- Certification.
- Health and safety.

For learning outcome one, product evidence will include:

- Agreed plan(s) and schedule(s) of maintenance which include agreed organisational objectives for the maintenance, reviews of influencing factors, guidance material and priorities.
- Record(s) of implemented and monitored maintenance programmes and of recommended action taken to address resource and performance issues.
- Monitoring records.

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

There must be work place evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of the range for each relevant assessment criteria. The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

## Additional Assessment Information

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<b>Title:</b>		Developing and Maintaining Professional Working Relationships in the Workplace		<b>Level:</b>	3
<b>Unit Number:</b>	F/617/4972	<b>TQT:</b>	110	<b>GLH:</b>	60
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Develop and maintain professional working relationships with people.	1.1	Develop, maintain and encourage <b>professional relationships</b>		
		1.2	<b>Inform people</b> about <b>work activities</b> and priorities.		
		1.3	<b>Offer advice</b> and help to <b>stakeholders</b> about <b>work activities</b> and priorities.		
		1.4	Inform <b>stakeholders</b> of the proposals for actions.		
		1.5	<b>Clarify</b> with <b>stakeholders</b> objections to proposals and suggest alternatives.		
		1.6	Resolve conflicts and <b>differences</b> of opinion in ways which minimise offence and which maintain <b>goodwill, trust</b> and respect		
		1.7	Present relevant information at meetings clearly and concisely.		
		1.8	Present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, if required.		
		1.9	Articulate any issues and problems emerging from discussions and propose and evaluate possible solutions		

2	Understand how to develop and maintain professional working relationships with people.	2.1	Explain how to maintain and encourage <b>professional relationships</b> .
		2.2	Describe how and why to develop <b>professional relationships</b> .
		2.3	Describe how and why to resolve conflicts and differences of opinion in ways which minimise offence, and maintain <b>goodwill, trust</b> and respect.
		2.4	Describe how and when to <b>present</b> proposals for action to <b>stakeholders</b> .
		2.5	Explain how to clarify with <b>stakeholders'</b> objections to any proposals.
		2.6	Describe how and why to suggest alternative proposals.
		2.7	Explain how to <b>inform people</b> about <b>work activities</b> and priorities.
		2.8	Describe how and why to <b>offer advice</b> and help to <b>stakeholders</b> about <b>work activities</b> .
		2.9	Explain the importance of <b>presenting</b> relevant information and opinions at the meeting clearly and concisely, and how to do so.
		2.10	Describe the types and sources of information relevant for the meeting.
		2.11	Explain how to present your opinions and the interests of those you are representing in a convincing way.
		2.12	Explain the industry/sector requirements for participating in meetings
		2.13	Explain the importance of identifying and articulating any issues and problems emerging from discussions, and how to contribute to resolving them



## 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.

Where an assessment criterion refers to **professional relationships**, this includes:

- Formal.
- Informal.

Where an assessment criterion refers to **stakeholders**, this includes:

- Clients and customers.
- Employers.
- Employees.
- Statutory and regulatory bodies.
- Users and community groups.
- Contractors.
- Consultants.
- Partners.
- General public.
- Suppliers of products and services.

Where an assessment criterion refers to **goodwill and trust**, this includes:

- Demonstrating a duty of care.
- Ethical relationships.
- Professional independence.
- Honouring promises and undertakings.
- Honest relationships.
- Constructive relationships.
- Equal opportunities.

Where an assessment criterion refers to **informing, offering advice and presenting**, this includes:

- Orally.
- In writing.
- Using graphics.
- Electronically.

Where an assessment criterion refers to **work activities**, this includes:

- Progress.
- Results.
- Achievements.
- Emerging threats.
- Risks.
- Opportunities.

For learning outcome one, product evidence will include:

- Information and advice provided about work activities.
- Proposal(s) presented, including clarification and alternatives offered.

Process evidence will include information, advice and presentation.

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

There must be work place evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of the range for each relevant assessment criteria. The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

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<b>Title:</b>		Monitor and Solve Customer Service Problems		<b>Level:</b>	3
<b>Unit Number:</b>		Y/651/4910	<b>TQT:</b>	60	<b>GLH:</b> 50
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Solve immediate customer service problems.	1.1	Respond positively to customer service problems following organisational guidelines.		
		1.2	Solve customer service problems when they have sufficient authority.		
		1.3	Work with others to solve customer service problems.		
		1.4	Keep customers informed of the actions being taken.		
		1.5	Check with customers that they are comfortable with the actions being taken.		
		1.6	Solve problems with service systems and procedures that might affect customers before customers become aware of them.		
		1.7	Inform managers and colleagues of the steps taken to solve specific problems.		
2	Identify repeated customer service problems and options for solving them.	2.1	Identify repeated customer service problems.		
		2.2	Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.		
		2.3	Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation.		

3	Take action to avoid the repetition of customer service problems.	3.1	Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.
		3.2	Action their agreed solution
		3.3	Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems
		3.4	Monitor the changes they have made and adjust them if appropriate

## Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

<b>Apply</b>	Use existing knowledge or skills in a new or different context.
<b>Analyse</b>	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
<b>Classify</b>	Organise information according to specific criteria.
<b>Compare</b>	Examine subjects in detail, giving the similarities and differences.
<b>Critically Compare</b>	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
<b>Describe</b>	Provide detailed, factual information about a subject.
<b>Discuss</b>	Give a detailed account of a subject, including a range of contrasting views and opinions.
<b>Explain</b>	As with describe, but extended to include causation and reasoning.
<b>Identify</b>	Select or ascertain appropriate information and details from a broader range of information or data.
<b>Interpret</b>	Use information or data to clarify or explain something.
<b>Produce</b>	Make or create something.
<b>State</b>	Give short, factual information about something.
<b>Specify</b>	State a fact or requirement clearly and in precise detail.



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