



## **ProQual Level 6 NVQ Diploma in Senior Site Inspection**

### **Qualification Specification**

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## Introduction

The ProQual Level 6 NVQ Diploma in Senior Site Inspection qualification is aimed at individuals working in a range of roles in construction and the built environment and is designed to assess occupational competence in the workplace.

The awarding body for the qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

This qualification has been accredited onto the Regulated Qualifications Framework and it provides a progression route to discipline related qualifications.

## Qualification Profile Level 6 NVQ Diploma in Senior Site Inspection

Qualification title	<b>ProQual Level 6 NVQ Diploma in Senior Site Inspection</b>
Ofqual qualification number	603/7515/2
Level	Level 6
Guided learning hours	290
Total qualification time	960 hours
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	10/5/2021
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

To achieve the qualification candidates must complete a minimum of 8 units:

- the **six** Mandatory units, plus
- **one** unit from Optional Group A, plus
- **one** unit from Optional Group B

(CITB reference numbers are given for information only.)

Mandatory Units				
Unit Reference Number	Unit Title	Unit Level	GLH	CITB Ref. No
H/618/7102	Monitor project quality in construction	6	30	658v1
K/618/7103	Practice in a professional manner in construction	6	30	666v1
M/618/7104	Manage interaction with others in construction	4	20	667v1
T/618/7105	Set up and manage technical information systems in construction	4	20	668v1
A/618/7106	Verify and maintain systems for managing site health, safety and welfare in construction	4	30	669v1
F/618/7107	Manage project progress and handover in construction	6	30	670v1
Optional Units				
Group 1 – ONE unit required				
Unit Reference Number	Unit Title	Unit Level	GLH	CITB Ref. No
J/618/7108	Implement agreed policies and programmes for undertaking maintenance works in construction	6	50	663v1
L/618/7109	Confirm and report on property condition in construction	6	40	664v1
F/618/7110	Monitor test processes in construction	6	30	665v1
Group 2 – ONE unit required				
Unit Reference Number	Unit Title	Unit Level	GLH	CITB Ref. No
J/618/7111	Manage and develop teams and individuals in construction	6	50	659v1
L/618/7112	Recruit and plan the workforce in construction	6	60	660v1
R/618/7113	Evaluate and progress the resolution of potential disputes in construction	6	40	661v1
Y/618/7114	Monitor and solve customer service problems in construction	6	20	662v1

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

### Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

## Support for Candidates

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

## Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for the construction sector.

## Assessment

This qualification is competence-based, 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.

The qualification must be assessed in line with the Construction Sector Qualifications Strategy and must be internally assessed by an appropriately experienced and qualified assessor.

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

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

*Learning outcomes and assessment criteria can be found from page 8 onwards.*

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

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.

## Results Enquiries and Appeals

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

## Certification

Candidates who achieve the required units for the qualification will be awarded:

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

**ProQual Level 6 NVQ Diploma in Senior Site Inspection**

### Claiming certificates

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

### 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 certificates.

<b>Unit Title:</b>	Monitor project quality in construction
<b>Unit Number:</b>	H/618/7102
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to monitor project against agreed quality standards	1.1 Identify and clarify quality standards from available information and assist with the interpretation and planning for implementation with people responsible before they start work
	1.2 Specify, clearly and unambiguously with the people responsible the responsibilities they have for maintaining quality standards
	1.3 Set up systems for inspecting and controlling the quality of work and record the outcomes
	1.4 Check, regularly, that work conforms to the design requirements and the specified quality standards
	1.5 Identify work which fails to meet the requirements and specified quality standards, investigate the circumstances thoroughly and implement corrective action processes
	1.6 Monitor corrective action and notify decision makers if this is not done within a reasonable time
	1.7 Inform decision makers regularly about significant variations in quality standards, programme and safety implications and recommend the actions they need to take
	1.8 Agree amendments to the contract quality standards and record them accurately
2 Understand how to monitor project against agreed quality standards	2.1 Describe what to identify as quality standards from available information and assist with the interpretation and planning for implementation with people responsible before they start work
	2.2 Evaluate how to specify, clearly and unambiguously with the people responsible the responsibilities they have for maintaining quality standards
	2.3 Propose how to set up systems for inspecting and controlling the quality of work and record the outcomes
	2.4 Explain how to check, regularly, that work conforms to the design requirements and the specified quality standards
	2.5 Describe how to identify work which fails to meet the requirements and specified quality standards, investigate the circumstances thoroughly and implement corrective action processes
	2.6 Examine how to monitor corrective action and notify decision makers if this is not done within a reasonable time
	2.7 Explain how to inform decision makers regularly about significant variations in quality standards programme and safety implications and recommend the actions they need to take
	2.8 How to assist with the interpretation and planning of quality standards



<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>																
3 Be able to monitor project compliance with legal and statutory requirements	<table border="1"> <tr> <td data-bbox="603 315 655 349">3.1</td> <td data-bbox="663 304 1391 443">Identify and clarify legal and statutory requirements from available information, assist with interpretation and planning for implementation with people responsible before they start work</td> </tr> <tr> <td data-bbox="603 454 655 488">3.2</td> <td data-bbox="663 454 1391 555">Specify, clearly and unambiguously, the responsibilities with people responsible for maintaining legal and statutory requirements</td> </tr> <tr> <td data-bbox="603 566 655 600">3.3</td> <td data-bbox="663 566 1391 633">Set up monitoring systems for inspecting and controlling the quality of work and record the outcomes</td> </tr> <tr> <td data-bbox="603 645 655 678">3.4</td> <td data-bbox="663 645 1391 745">Check, regularly, that work conforms to the design requirements and the specified legal and statutory requirements</td> </tr> <tr> <td data-bbox="603 757 655 790">3.5</td> <td data-bbox="663 757 1391 891">Identify work which fails to meet the project requirements and specified legal and statutory requirements, investigate the circumstances thoroughly and recommend that corrective action is taken</td> </tr> <tr> <td data-bbox="603 902 655 936">3.6</td> <td data-bbox="663 902 1391 969">Monitor the corrective action taken and notify decision makers if this is not done within a reasonable time</td> </tr> <tr> <td data-bbox="603 981 655 1014">3.7</td> <td data-bbox="663 981 1391 1081">Inform decision makers regularly about significant variations in legal and statutory requirements and recommend the actions they need to take</td> </tr> <tr> <td data-bbox="603 1093 655 1126">3.8</td> <td data-bbox="663 1093 1391 1193">Identify any new legal and statutory requirements which may have an impact on the project, summarise the important details and pass these onto decision makers</td> </tr> </table>	3.1	Identify and clarify legal and statutory requirements from available information, assist with interpretation and planning for implementation with people responsible before they start work	3.2	Specify, clearly and unambiguously, the responsibilities with people responsible for maintaining legal and statutory requirements	3.3	Set up monitoring systems for inspecting and controlling the quality of work and record the outcomes	3.4	Check, regularly, that work conforms to the design requirements and the specified legal and statutory requirements	3.5	Identify work which fails to meet the project requirements and specified legal and statutory requirements, investigate the circumstances thoroughly and recommend that corrective action is taken	3.6	Monitor the corrective action taken and notify decision makers if this is not done within a reasonable time	3.7	Inform decision makers regularly about significant variations in legal and statutory requirements and recommend the actions they need to take	3.8	Identify any new legal and statutory requirements which may have an impact on the project, summarise the important details and pass these onto decision makers
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4 Understand how to monitor project compliance with legal and statutory requirements	<table border="1"> <tr> <td data-bbox="603 1227 655 1261">4.1</td> <td data-bbox="663 1216 1391 1350">Describe how to identify and clarify legal and statutory requirements from available information, assist with interpretation and planning for implementation with people responsible before they start work</td> </tr> <tr> <td data-bbox="603 1361 655 1395">4.2</td> <td data-bbox="663 1361 1391 1462">Evaluate how to specify clearly and unambiguously, the responsibilities with people responsible for maintaining legal and statutory requirements</td> </tr> <tr> <td data-bbox="603 1473 655 1507">4.3</td> <td data-bbox="663 1473 1391 1574">Propose how to set up monitoring systems for inspecting and controlling the quality of work and recording the outcomes</td> </tr> <tr> <td data-bbox="603 1585 655 1619">4.4</td> <td data-bbox="663 1585 1391 1686">Explain how to check, regularly, that work conforms to the design requirements and the specified legal and statutory requirements</td> </tr> <tr> <td data-bbox="603 1697 655 1731">4.5</td> <td data-bbox="663 1697 1391 1832">Describe how to identify work which fails to meet the project requirements and specified legal and statutory requirements, investigate the circumstances thoroughly and recommend that corrective action is taken</td> </tr> <tr> <td data-bbox="603 1843 655 1877">4.6</td> <td data-bbox="663 1843 1391 1919">Examine how to monitor corrective action taken and notify decision makers if this is not done within a reasonable time</td> </tr> </table>	4.1	Describe how to identify and clarify legal and statutory requirements from available information, assist with interpretation and planning for implementation with people responsible before they start work	4.2	Evaluate how to specify clearly and unambiguously, the responsibilities with people responsible for maintaining legal and statutory requirements	4.3	Propose how to set up monitoring systems for inspecting and controlling the quality of work and recording the outcomes	4.4	Explain how to check, regularly, that work conforms to the design requirements and the specified legal and statutory requirements	4.5	Describe how to identify work which fails to meet the project requirements and specified legal and statutory requirements, investigate the circumstances thoroughly and recommend that corrective action is taken	4.6	Examine how to monitor corrective action taken and notify decision makers if this is not done within a reasonable time				
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<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
4 continued	4.7 Describe how to identify any new legal and statutory requirements which may have an impact on the project, summarise the important details and pass these onto decision makers
	4.8 Explain how to inform decision makers regularly about significant variations in legal and statutory requirements and recommend the actions they need to take
5 Be able to obtain and recommend project feedback information and make improvements	5.1 Promote the value of make improvements from feedback throughout the project and encourage all those involved in the project to cooperate and obtain feedback information
	5.2 Identify and agree the areas to focus on for making improvements from feedback
	5.3 Obtain, investigate and assess feedback information from all relevant methods and sources
	5.4 Review the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors
	5.5 Recommend improvements from feedback received and justify the recommendations to decision makers
6 Understand how to obtain and recommend project feedback information and make improvements	6.1 Propose how to promote the value of making improvements from feedback throughout the project and encourage all those involved in the project to cooperate and obtain feedback information
	6.2 Describe how to identify and agree the areas to focus on for making improvements from feedback
	6.3 Explain how to obtain, investigate and assess feedback information from all relevant methods and sources
	6.4 Explain how to summarise both positive and negative factors from the feedback information
	6.5 Examine how to review the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors
	6.6 Propose how to recommend improvements from feedback received to decision makers and justify the recommendations to decision makers

Additional information about this unit	
Unit purpose and aim(s)	This unit requires the candidate to have a detailed knowledge of how to actually inspect the project by using the project drawings and specifications to assess the workmanship to the required Quality Standard, using Codes of Practice & British Standards. It also requires the candidate to implement systems of inspection routines, and of progress monitoring. The candidate will also need to implement the recording of failures and non-compliance items and to report these back to persons responsible. It requires the candidate to carry out checks to show that the project complies with current Building Regulations (DDA access, Part L2, etc.) as well as Utilities Regulations (depths of trenches/ connections requirements etc.). It also requires the candidate to provide evidence of assessing what project feedback (e.g. problems with manufacturers' details or material/ suppliers delivery/recording processes) – anything that could be regarded as useful knowledge for future projects.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSIO01 in Senior Site Inspection
Assessment requirements	<p>The following ranges apply: Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Quality standards: <ul style="list-style-type: none"> <li>○ statutory requirements</li> <li>○ project drawings and specifications</li> <li>○ British Standards</li> <li>○ international Standards</li> <li>○ Codes of Practice</li> <li>○ organisation standards</li> <li>○ dimensional control criteria</li> </ul> </li> <li>• People responsible: <ul style="list-style-type: none"> <li>○ the client</li> <li>○ contractors</li> <li>○ consultants</li> <li>○ sub-contractors</li> <li>○ suppliers</li> <li>○ workforce</li> </ul> </li> <li>• Systems: <ul style="list-style-type: none"> <li>○ visual inspection</li> <li>○ comparison with design requirements</li> <li>○ comparison with standard documentation</li> <li>○ checking manufacturers documentation</li> <li>○ checking delivery notes</li> </ul> </li> </ul> <p>Additional information about this unit</p> <ul style="list-style-type: none"> <li>○ sampling and mock-ups</li> <li>○ test monitoring</li> <li>○ site inspection reports</li> </ul>

	<ul style="list-style-type: none"> <li>○ contractors' reports</li> <li>○ site meetings</li> <li>○ dimension checks</li> <li>• Work: <ul style="list-style-type: none"> <li>○ materials and components and their use</li> <li>○ methods of construction</li> <li>○ completed elements</li> </ul> </li> <li>• Decisions makers <ul style="list-style-type: none"> <li>○ client</li> <li>○ consultants</li> <li>○ line managers</li> </ul> </li> <li>• Corrective action: <ul style="list-style-type: none"> <li>○ instigate contingency action</li> <li>○ restore compliance</li> <li>○ agree waiver</li> </ul> </li> </ul> <p>Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> <li>• Legal and statutory requirements: <ul style="list-style-type: none"> <li>○ building regulations</li> <li>○ environmental Health</li> <li>○ health, safety and welfare</li> <li>○ environment (e.g. noise, dust, transport, emissions, waste management)</li> <li>○ fire</li> <li>○ utilities regulations</li> <li>○ highways</li> <li>○ heritage and ecology</li> <li>○ development licences and building permits</li> <li>○ bylaws</li> <li>○ energy use</li> <li>○ insurance</li> <li>○ security</li> </ul> </li> <li>• People responsible: <ul style="list-style-type: none"> <li>○ the client</li> <li>○ contractors</li> <li>○ consultants</li> <li>○ sub-contractors</li> <li>○ suppliers</li> <li>○ workforce</li> </ul> </li> <li>• Monitoring systems: <ul style="list-style-type: none"> <li>○ visual inspection</li> <li>○ comparison with design requirements</li> <li>○ Additional information about this unit</li> <li>○ comparison with standard documentation</li> <li>○ checking manufacturers' documentation</li> <li>○ checking delivery notes</li> <li>○ sampling</li> <li>○ test monitoring</li> <li>○ site inspection reports</li> <li>○ contractors' reports</li> <li>○ site meetings</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ dimension checks</li> <li>• Work: <ul style="list-style-type: none"> <li>○ materials and components and their use</li> <li>○ methods of construction</li> <li>○ completed elements</li> <li>○ waste management</li> </ul> </li> <li>• Corrective action: <ul style="list-style-type: none"> <li>○ instigate contingency action and restore compliance</li> <li>○ agree waiver</li> </ul> </li> <li>• Decisions makers <ul style="list-style-type: none"> <li>○ client</li> <li>○ consultants</li> <li>○ line managers</li> </ul> </li> </ul> <p>Learning Outcomes 5 and 6</p> <ul style="list-style-type: none"> <li>• Improvements from feedback: <ul style="list-style-type: none"> <li>○ working arrangements</li> <li>○ formal and informal communications</li> <li>○ quality control</li> <li>○ design, technical and operational appraisal</li> <li>○ benchmarking and post-project review</li> </ul> </li> <li>• Those involved with the project: <ul style="list-style-type: none"> <li>○ the design team</li> <li>○ specialist consultants</li> <li>○ the client</li> <li>○ contractors</li> <li>○ site inspectorate</li> <li>○ users</li> </ul> </li> <li>• Feedback information: <ul style="list-style-type: none"> <li>○ approved providers</li> <li>○ project documentation</li> <li>○ organisational documentation</li> <li>○ standard details and specifications</li> <li>○ product information</li> <li>○ government and statutory publications</li> </ul> </li> <li>• Methods and sources: <ul style="list-style-type: none"> <li>○ project records and documentation</li> <li>○ Additional information about this unit</li> <li>○ site inspections</li> <li>○ meetings</li> <li>○ reports</li> </ul> </li> </ul> <p>Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.</p> <p><b>Performance Evidence</b> There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover</p>
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	<p>the remaining items of range for each relevant assessment criteria.</p> <p><b>Learning Outcome 1</b>  <b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Record(s) of identified quality standards and specified responsibilities</li> <li>2. Record(s) of systems for inspection and control which include checks, work failing requirements and corrective action</li> <li>3. Record(s) of information referred to decision makers about variations in quality standards, programme and safety implications, and agreed amendments to quality standards requirements</li> </ol> <p><b>Process Evidence:</b></p> <ol style="list-style-type: none"> <li>1. identify work that fails to meet the requirements</li> </ol> <p><b>Learning Outcome 3</b>  <b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Record(s) of monitor systems set up which include legal and statutory requirements identified and clarified from available information, identified work that fails to meet requirements and recommended corrective action</li> <li>2. Record(s) of specifying responsibilities with people responsible for maintaining legal and statutory requirements</li> <li>3. Record(s) of corrective action taken and of variations in legal and statutory requirements</li> </ol> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 5</b>  <b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Records of promotion of, and agreement on, obtaining and making improvements from feedback throughout the project</li> <li>2. Records of obtained feedback information which includes investigation, assessment, review and summary recommendations for improvements</li> </ol> <p><b>Process Evidence:</b> not applicable</p>
Availability for use	Shared

Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	30
Assessment	10

<b>Unit Title:</b>	Practice in a professional manner in construction
<b>Unit Number:</b>	K/618/7103
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to communicate technical information	1.1 Obtain technical information which is sufficiently detailed for the technical issues for which it is to be used
	1.2 Provide technical information, which is complete, summarised accurately and clearly relevant to technical issues
	1.3 Present technical information for different purposes using a style of communication which is appropriate to the ability, knowledge, understanding and disposition of the people receiving technical information
	1.4 Give technical information which is likely to be understood by the people who will follow it
	1.5 Adapt and modify technical information where people are having difficulties in understanding it
	1.6 Present technical recommendations which are clear, accurate and valid, and which represent the best advice possible given the information and resources available
2 Understand how to communicate technical information	2.1 Explain how to obtain technical information which is sufficiently detailed for the technical issues for which it is to be used
	2.2 Explain how to provide technical information, which is complete, summarised accurately and clearly relevant to technical issues
	2.3 Explain how to present technical information for different purposes use a style of communication which is appropriate to the ability, knowledge, understanding and disposition of the people receiving technical information
	2.4 Explain how to give technical information which is likely to be understood by the people who will follow it
	2.5 Explain how to adapt and modify technical information where people are having difficulties in understanding it
	2.6 Explain how to present technical recommendations which are clear, accurate and valid, and which represent the best advice possible given the information and resources available



<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<b>3</b> Be able to identify, analyse and resolve indeterminate situations	3.1 Identify where indeterminate and non-standard situations exist, estimating their effects realistically and summarise the issues for the people who are affected and concerned
	3.2 Assess the accuracy and completeness of the information available, identify any significant gaps and obtain enough additional information
	3.3 Identify, request and analyse appropriate tests to collect information which cannot be obtained directly
	3.4 Analyse the different perceptions of situations and interpret them into detailed issues that enable known opportunities and solutions to be identified and the way forward resolved
	3.5 Apply aids and techniques which increase the reliability of the decisions and judgements
	3.6 Propose, record and justify, using clear criteria and reasoned arguments, ethical decisions which are likely to resolve the situation with the least disruption and risk
<b>4</b> Understand how to identify, analyse and resolve indeterminate situations	4.1 Describe how to identify where indeterminate and non-standard situations exist, estimate their effects realistically and summarise the issues for the people who are affected and concerned
	4.2 Examine how to assess the accuracy and completeness of the information available, identify any significant gaps and obtain enough additional information
	4.3 Describe how to identify, request and analyse appropriate tests to collect information which cannot be obtained directly
	4.4 Examine how to analyse and interpret the different perceptions of situations and interpret them into detailed issues that enable known opportunities and solutions to be identified and the way forward resolved
	4.5 How to propose, record and justify, using clear criteria ethical decisions which are likely to solve the situation with the least disruption and risk
	4.6 Explain how to apply aids and techniques which increase the reliability of the decisions and judgments

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
5 Be able to operate within standards	5.1 Make decisions and offer advice which balance the needs of the client, the resources available and the needs of people in the community who are directly and indirectly affected
	5.2 Take clear and unequivocal personal responsibility for personal decisions
	5.3 Disclose information obtained from clients only to those who have a legitimate right to receive it
	5.4 Communicate with clients in a style and manner which maintains professional independence and maximises goodwill and trust
	5.5 Define and agree the work practices and the expectations of the people involved in contracts
	5.6 Operate within agreed working practices and systems which conform to legal requirements, ethical standards and recognised good practice
6 Understand how to operate within standards	6.1 Evaluate how to make decisions and offer advice which balances the needs of the client, the resources available and the needs of people in the community who are directly and indirectly affected
	6.2 Explain how to take clear and unequivocal personal responsibility for personal decisions
	6.3 Explain how to disclose information obtained from clients only to those who have a legitimate right to receive it
	6.4 Explain how to communicate with clients in a style and manner which maintains professional independence
	6.5 Evaluate how to define and agree the working practices and the expectations of the people involved in contracts
	6.6 Explain how to operate within agreed working practices and systems which conform to legal requirements, ethical standards and recognised good practice

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
7 Be able to undertake personal development in the occupational practice area	7.1 Define the personal aims and objectives for undertaking personal development
	7.2 Identify and contact sources of support and guidance for undertaking personal development
	7.3 Identify and select relevant standards of competence against which personal development can be measured
	7.4 Analyse the current personal level of performance against the identified standards of competence framework and record a profile of present competence and personal development needs
	7.5 Prepare a development plan for achieving identified development needs
	7.6 Undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities
	7.7 Measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence
	7.8 Review the cycle of personal development aims and objectives and revise and update them to suit changing circumstances
8 Understand how to undertake personal development in the occupational practice area	8.1 Understand how to undertake personal development in the occupational practice area
	8.2 Describe how to identify and contact sources of support and guidance for undertaking personal development
	8.3 Describe what to identify and select relevant standards of competence against which personal development can be measured
	8.4 Examine how to analyse the current personal level of performance against the identified standards of competence frameworks and record a profile of present competence and personal development needs
	8.5 Explain how to prepare a development plan for achieving identified development needs
	8.6 Evaluate how to undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities
	8.7 Explain how to measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence
	8.8 Examine how to review the cycle of personal development aims and objectives and revise and update them to suit changing circumstances

Additional information about this unit	
Unit purpose and aim(s)	<p>This unit is about obtaining and evaluating information which is sufficiently detailed for the purpose and presenting it in an appropriate manner. You will be able to present clear, accurate and valid technical recommendations. Following recognised good practice, you will need to make ethical judgments and offer advice which balance the needs of the organisation, its clients and society. You will need to make judgements and offer advice which balances the needs of the client, the resources available and the needs of the people in the community, identifying ethical standards (including health and safety) and any conflicts of interest. You should identify where complex, indeterminate situations exist, assessing the validity and completeness of the available information, analysing the information and drawing valid and justifiable conclusions. You should reflect on the conclusions and interpret them into detailed issues that enable known opportunities and solutions to be identified and utilised for establishing policy. It also reflects the skills that you will need to ensure that you keep on developing professionally through Continuous Professional Development.</p>
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	<p>The unit sets out the competence and knowledge specification for COSSIO06 in Senior Site Inspection</p>
Assessment requirements	<p>The following ranges apply:</p> <p>Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Obtaining technical information: <ul style="list-style-type: none"> <li>○ using proactive and open methods</li> <li>○ using discussion</li> <li>○ using questioning</li> <li>○ showing sensitivity to feedback</li> </ul> </li> <li>• Technical information: <ul style="list-style-type: none"> <li>○ sharing experience</li> <li>○ giving instructions</li> <li>○ making decisions</li> <li>○ increasing understanding</li> <li>○ proposing a solution</li> <li>○ expert testimony to legally constituted bodies</li> <li>○ facilitation</li> </ul> </li> <li>• Presenting: <ul style="list-style-type: none"> <li>○ orally</li> <li>○ in writing</li> <li>○ graphically</li> <li>○ electronically</li> </ul> </li> <li>• People receiving technical information: <ul style="list-style-type: none"> <li>○ name and other related occupations</li> <li>○ clients and customers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ technical and non-technical team members</li> <li>○ craftspeople and operatives</li> <li>○ senior and junior colleagues</li> <li>○ members of the public</li> <li>○ government agencies</li> <li>○ non-English speakers</li> <li>• Giving technical information <ul style="list-style-type: none"> <li>○ including critical points</li> <li>○ reasoning behind critical points</li> <li>○ using clear language</li> <li>○ dealing with confrontation</li> <li>○ negotiation and dispute resolution</li> </ul> </li> <li>• Adapting and modifying technical information using: <ul style="list-style-type: none"> <li>○ drawings and diagrams</li> <li>○ analogy, metaphors and examples</li> </ul> </li> <li>• Technical recommendations include: <ul style="list-style-type: none"> <li>○ realistic estimates of the implications of alternatives which have been considered</li> <li>○ clear descriptions of the information sources consulted</li> <li>○ the analysis techniques applied</li> <li>○ the criteria used for making evaluations and reaching justifiable conclusions</li> </ul> </li> </ul> <p>Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> <li>• Information - sources: <ul style="list-style-type: none"> <li>○ project information</li> <li>○ own experience and practice</li> <li>○ manual and electronic information systems (e.g. libraries, technical journals, databases)</li> <li>○ other colleagues and specialists</li> </ul> </li> <li>• Tests: <ul style="list-style-type: none"> <li>○ site investigation</li> <li>○ physical surveys</li> <li>○ materials and systems tests</li> <li>○ laboratory analysis</li> <li>○ examination of compliance with statutory, health and safety, environmental and other ruling constraints</li> </ul> </li> <li>• Analysing the different perceptions of situations: <ul style="list-style-type: none"> <li>○ information and perceptions from previous cases</li> <li>○ similarities between previous cases and the current situation</li> <li>○ the outcomes required</li> <li>○ known and anticipated limitations</li> <li>○ known and anticipated opportunities</li> </ul> </li> <li>• Aids and Techniques <ul style="list-style-type: none"> <li>○ official guidance</li> <li>○ experts</li> <li>○ precedent</li> <li>○ SWOT analysis (strengths, weaknesses, opportunities and threats)</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Criteria: <ul style="list-style-type: none"> <li>○ the interests of the stakeholders</li> <li>○ legal</li> <li>○ conformity with recognised good practice</li> <li>○ based on up to date information</li> <li>○ cost-effectiveness</li> <li>○ resources</li> <li>○ safety</li> <li>○ return to operational state</li> <li>○ SWOT analysis (strengths, weaknesses, opportunities and threats)</li> </ul> </li> </ul> <p>Learning Outcomes 5 and 6</p> <ul style="list-style-type: none"> <li>• Systems: <ul style="list-style-type: none"> <li>○ indemnity insurance</li> <li>○ guarantees</li> <li>○ contract conditions</li> <li>○ bonds</li> </ul> </li> <li>• Recognised ethical standards: <ul style="list-style-type: none"> <li>○ ethical codes of practice within the occupation or discipline</li> <li>○ statute law</li> <li>○ voluntary codes of practice</li> <li>○ duty of care</li> <li>○ conflicts of interest</li> </ul> </li> </ul> <p>Learning Outcomes 7 and 8</p> <ul style="list-style-type: none"> <li>• Aims and objectives: <ul style="list-style-type: none"> <li>○ preparation for career development</li> <li>○ intellectual challenge</li> <li>○ need for updating</li> <li>○ need to provide evidence of vocational competence</li> <li>○ compliance with employer and professional requirements</li> <li>○ awareness of development needs</li> </ul> </li> <li>• Personal development: <ul style="list-style-type: none"> <li>○ maintenance of competence</li> <li>○ development of competence</li> <li>○ commitment to vocational excellence</li> </ul> </li> <li>• Sources of support and guidance: <ul style="list-style-type: none"> <li>○ national/industry bodies</li> <li>○ professional institutions</li> <li>○ education and training providers</li> <li>○ in house</li> <li>○ national occupational standards</li> <li>○ current publications (printed &amp; on-line)</li> </ul> </li> <li>• Standards of competence: <ul style="list-style-type: none"> <li>○ job descriptions</li> <li>○ professional institution requirements</li> <li>○ industry national occupational standards</li> </ul> </li> <li>• Development plan includes:</li> </ul>
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	<ul style="list-style-type: none"> <li>○ objectives</li> <li>○ priorities</li> <li>○ target dates</li> <li>○ development activities</li> <li>• Development activities: <ul style="list-style-type: none"> <li>○ formal courses</li> <li>○ research</li> <li>○ work experience</li> <li>○ personal study</li> </ul> </li> </ul> <p>Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.</p> <p><b>Performance Evidence:</b> There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.</p> <p><b>Learning Outcome 1</b> <b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Technical information provided, including technical information obtained in significant detail which has been modified and adapted</li> <li>2. Record(s) of technical information</li> <li>3. Record(s) of technical recommendations</li> </ol> <p><b>Process Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Presenting technical information and recommendations</li> </ol> <p><b>Learning Outcome 3</b> <b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Assessment(s) and summary(ies) of situations and information obtained which include estimates of effects</li> <li>2. Analysis(es) of test results</li> <li>3. Records of analyses of situations which include different perceptions, interpretation of issues, applied aids and techniques</li> <li>4. Record(s) of ethical decisions which have been proposed, recorded and justified which include criteria used</li> </ol> <p><b>Process Evidence:</b> not applicable</p>
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	<p><b>Learning Outcome 5</b>  <b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Records of agreed working practices and systems which include conformance to legal requirements, ethical standards and recognised good practice</li> <li>2. Record(s) of balanced decisions, advice and personal decisions</li> </ol> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 7</b>  <b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Record(s) of personal development aims and objectives which include sources of support and guidance and selected standards of competence and reviews and updating</li> <li>2. Profile(s) of present competence identified against standards of competence</li> <li>4. Record(s) of developed progress achievement and evidence of competence identified against standards of competence</li> </ol> <p><b>Process Evidence:</b> not applicable</p>
Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	30
Assessment	10



<b>Unit Title:</b>	Manage interaction with others in construction
<b>Unit Number:</b>	M/618/7104
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to lead meetings	1.1 Establish the purpose and objectives of the meeting and confirming that a meeting is the best way to achieve these objectives
	1.2 Prepare carefully how you will lead the meeting and identify who needs to participate
	1.3 Invite participants, giving them sufficient notice to enable them to attend and state: the importance of the meeting, the role they will be expected to play, and the preparation they need to do
	1.4 Circulate relevant information in advance and, if required, brief participants individually on the context and purpose of the meeting and their roles
	1.5 Set a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item
	1.6 State the purpose of the meeting at the start and check that all participants understand why they are present
	1.7 Clarify specific objectives at the beginning of each agenda item
	1.8 Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants
	1.9 Discourage unhelpful comments and digressions, refocus attention on the objectives of the meeting
	1.10 Manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda
	1.11 Summarise the discussion at appropriate times and allocating action points to participants at the end of each agenda item
	1.12 Take decisions within the meeting's authority, remit or terms of reference
	1.13 Observe any formal procedures or standing orders that apply to the meeting
	1.14 Check that decisions and action points are accurately recorded and promptly communicated to those who need to know
	1.15 Evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
2 Understand how to lead meetings	2.1 Explain how to establish the purpose and objectives of the meeting and confirming that a meeting is the best way to achieve these objectives
	2.2 Explain how to prepare carefully how you will lead the meeting and identify who needs to participate
	2.3 Explain how to invite participants, giving them sufficient notice to enable them to attend and state: the importance of the meeting, the role they will be expected to play, and the preparation they need to do
	2.4 Explain how to circulate relevant information in advance and, if required, brief participants individually on the context and purpose of the meeting and their roles
	2.5 Explain how to set a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item
	2.6 Explain how to state the purpose of the meeting at the start and check that all participants understand why they are present
	2.7 Explain how to clarify specific objectives at the beginning of each agenda item
	2.8 Explain how to encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants
	2.9 Explain how to discourage unhelpful comments and digressions, refocus attention on the objectives of the meeting
	2.10 Manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda
	2.11 Explain how to summarise the discussion at appropriate times and allocating action points to participants at the end of each agenda item
	2.12 Explain how to take decisions within the meeting's authority, remit or terms of reference
	2.13 Explain how to observe any formal procedures or standing orders that apply to the meeting
	2.14 Explain how to check that decisions and action points are accurately recorded and promptly communicated to those who need to know
	2.15 Evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
3 Be able to develop and maintain relationships with people who are affected by your work	3.1 Develop, maintain and encourage working relationships with people which promote goodwill and trust
	3.2 Inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency
	3.3 Offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments
	3.4 Present proposals for action clearly to people at an appropriate time and with the right level of detail for the circumstances, expenditure and risk involved
	3.5 Clarify with people objections to proposals and suggest alternative proposals
	3.6 Resolve conflicts and differences of opinion in ways which minimise offence and which maintain goodwill, trust and respect
4 Understand how to develop and maintain relationships with people who are affected by your work	4.1 Explain how to develop, maintain and encourage working relationships with people which promote goodwill and trust
	4.2 Explain how to inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency
	4.3 Propose how to offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments
	4.4 Explain how to Present proposals for action clearly to people at an appropriate time and with the right level of detail for the circumstances, expenditure and risk involved
	4.5 Explain how to clarify with people objections to proposals
	4.6 Propose how to resolve conflicts and differences of opinion in ways which minimise offence and which maintain goodwill, trust and respect

Additional information about this unit	
Unit purpose and aim(s)	This unit is about organising and managing meetings and ensuring that objectives are met. It also covers the candidate's key responsibilities for establishing and developing working relationships and leading meetings. It is about developing and maintaining good working relationships. This is achieved by communicating information and offering advice about work activities in an appropriate level of detail and manner. It is about clarifying and resolving any conflicts of opinion to maintain good will.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSIO05 in Senior Site Inspection
Assessment requirements	<p>The following ranges apply: Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> <li>• Working relationships: <ul style="list-style-type: none"> <li><input type="radio"/> formal</li> <li><input type="radio"/> informal</li> </ul> </li> <li>• People: <ul style="list-style-type: none"> <li><input type="radio"/> clients and customers</li> <li><input type="radio"/> employers</li> <li><input type="radio"/> employees</li> <li><input type="radio"/> statutory and regulatory bodies</li> <li><input type="radio"/> users and community groups</li> <li><input type="radio"/> contractors</li> <li><input type="radio"/> consultants</li> <li><input type="radio"/> partners</li> <li><input type="radio"/> general public</li> <li><input type="radio"/> suppliers of products and services</li> <li><input type="radio"/> non-English speakers</li> </ul> </li> <li>• Promote goodwill and trust: <ul style="list-style-type: none"> <li><input type="radio"/> demonstrating a duty of care</li> <li><input type="radio"/> ethical relationships</li> <li><input type="radio"/> professional independence</li> <li><input type="radio"/> honouring promises and undertakings</li> <li><input type="radio"/> honest relationships</li> <li><input type="radio"/> constructive relationships</li> <li><input type="radio"/> equal opportunities</li> </ul> </li> <li>• Informing, offering advice, presenting and clarifying:</li> </ul>

	<ul style="list-style-type: none"> <li>○ orally</li> <li>○ in writing</li> <li>○ using graphics</li> <li>○ electronically</li> </ul> <ul style="list-style-type: none"> <li>• Work activities: <ul style="list-style-type: none"> <li>○ progress</li> <li>○ results</li> <li>○ achievements</li> <li>○ potential problems</li> <li>○ risks</li> <li>○ opportunities</li> </ul> </li> </ul> <p>Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.</p> <p><b>Performance Evidence</b></p> <p>There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.</p> <p><b>Learning Outcome 1</b></p> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 3</b></p> <p><b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Information and advice provided about work activities</li> <li>2. Proposal(s) presented, including clarification and alternatives offered</li> </ol> <p><b>Process Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Information, advice and presentations</li> </ol>
Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p>

	Workplace evidence of skills cannot be simulated.
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	20
Assessment	10

<b>Unit Title:</b>	Set up and manage technical information systems in construction
<b>Unit Number:</b>	T/618/7105
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to set up technical information storage systems	1.1 Confirm the requirements for technical information storage systems
	1.2 Identify the types of technical information storage systems which are available, evaluate them against the defined requirements and select those which are suitable
	1.3 Define and apply valid procedures for obtaining, selecting, classifying and recording information
	1.4 Record information accurately and store it using the agreed procedures
	1.5 Define and agree methods for control and access which make the best use of the technical information storage system and maintain its confidentiality
2 Understand how to set up technical information storage systems	2.1 Explain how to confirm the requirements for technical information storage systems
	2.2 Describe how to identify the types of technical information storage systems which are available, evaluate them against the defined requirements and select those which are suitable
	2.3 Evaluate how to define and apply valid procedures for obtaining, selecting, classifying and recording information
	2.4 Explain how to record and store information accurately and store it using the agreed procedures
	2.5 Evaluate how to define and agree methods for control and access which make the best use of the technical information storage system and maintain its confidentiality

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
3 Be able to manage technical information storage systems	3.1 Collate information and organise it into a suitable form for display and use
	3.2 Reference stored information so that it can be quickly identified and retrieved when needed
	3.3 Advise and offer guidance to people who are unable to find the information they need and suggest alternative sources
	3.4 Set up and operate appropriate and valid procedures for maintaining technical information system, by removing information which is not needed and archive redundant information
	3.5 Identify, summarise and disseminate information which might be of use to others
4 Understand how to manage technical information storage systems	4.1 Explain how to collate information and organise it into a suitable form for display and use
	4.2 Explain how to reference stored information so that it can be quickly identified and retrieved when needed
	4.3 Propose how to advise and offer guidance to people who are unable to find the information they need, and suggest alternative sources of information
	4.4 Propose how to set up and operate valid procedures for maintaining technical information systems, removing information which is not needed and archiving redundant information
	4.5 Describe how to identify, summarise and disseminate information which might be of use to others



Additional information about this unit	
Unit purpose and aim(s)	This Unit is about selecting and managing technical information storage systems. It is about defining procedures for selecting, classifying and recording information. It is also about defining and agreeing methods for control and access to the information. It is about collating, organising and referencing information so that it can be retrieved when needed. It is about maintaining the information systems and identifying, summarising and disseminating information which might be of use to others.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSIO04 in Senior Site Inspection
Assessment requirements	<p>The following ranges apply: Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Requirements: <ul style="list-style-type: none"> <li><input type="radio"/> scope and contents</li> <li><input type="radio"/> size</li> <li><input type="radio"/> users</li> <li><input type="radio"/> budget</li> <li><input type="radio"/> operation</li> <li><input type="radio"/> maintenance</li> <li><input type="radio"/> classification system</li> <li><input type="radio"/> legal controls (including Data Protection Act, patents, regulations, copyright law)</li> </ul> </li> <li>• Technical information storage systems: <ul style="list-style-type: none"> <li><input type="radio"/> paper based (e.g. manual files, technical library)</li> <li><input type="radio"/> photo reduced (e.g. microfiche)</li> <li><input type="radio"/> electronic (e.g. computer database, CD ROM, online)</li> </ul> </li> <li>• Types of information <ul style="list-style-type: none"> <li><input type="radio"/> approved providers</li> <li><input type="radio"/> contract documentation</li> <li><input type="radio"/> standard drawings</li> <li><input type="radio"/> specifications</li> <li><input type="radio"/> technical books</li> <li><input type="radio"/> product information</li> <li><input type="radio"/> government and statutory publications</li> <li><input type="radio"/> research and advisory data</li> <li><input type="radio"/> reports</li> <li><input type="radio"/> samples</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ project documentation</li> <li>○ organisational documentation (e.g. pro forma)</li> </ul> <ul style="list-style-type: none"> <li>• Use of the technical information storage system: <ul style="list-style-type: none"> <li>○ technical reference</li> <li>○ current record</li> <li>○ archive record</li> </ul> </li> </ul> <p>Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> <li>• Information: <ul style="list-style-type: none"> <li>○ approved providers</li> <li>○ contract documentation</li> <li>○ standard drawings</li> <li>○ specifications</li> <li>○ technical books</li> <li>○ product information</li> <li>○ government and statutory publications</li> <li>○ research and advisory data</li> <li>○ reports</li> <li>○ samples</li> <li>○ project documentation</li> <li>○ organisational documentation (e.g. pro forma)</li> </ul> </li> <li>• Use (of information): <ul style="list-style-type: none"> <li>○ technical reference</li> <li>○ current record</li> <li>○ archive record</li> </ul> </li> <li>• Technical information systems: <ul style="list-style-type: none"> <li>○ paper based (e.g. manual files, technical library)</li> <li>○ photo reduced (e.g. microfiche)</li> <li>○ electronic (e.g. computer database, CD ROM, online)</li> </ul> </li> </ul> <p>Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria across the scope/range. There must be workplace evidence against each performance criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion.</p> <p><b>Learning Outcome 1</b></p>
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	<p><b>Product Evidence:</b> 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</p> <p>(1) Technical information storage systems which include defined requirements, evaluations and selection</p> <p>(2) Records of procedures for obtaining, selecting, classifying and recording information</p> <p>(3) Record(s) of methods for control and access for the best use of technical information storage systems which have been agreed Simulations are not considered to be acceptable for producing this evidence. Process Evidence: None applicable</p> <p><b>Learning outcomes 3</b></p> <p><b>Product Evidence:</b> 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</p> <p>(1) Record(s) of information which has been referenced and stored</p> <p>(2) Record(s) of advice and guidance offered</p> <p>(3) Record(s) of procedures set up for maintaining technical information systems</p> <p>(4) Record(s) of disseminated information Simulations are not considered to be acceptable for producing this evidence.</p> <p><b>Process Evidence:</b> None applicable</p>
Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	20
Assessment	10

<b>Unit Title:</b>	Verify and maintain systems for managing site health, safety and welfare in construction
<b>Unit Number:</b>	A/618/7106
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to verify systems for managing site health, safety and welfare	1.1 Verify that adequate site health, safety and welfare policies and systems which meet organisational and statutory requirements are in place
	1.2 Verify health, safety and welfare responsibilities allocated to people which are consistent with current statutory requirements and the specific project requirements
	1.3 Verify that accurate statutory notices and hazard warnings are posted which are appropriate to construction operations and the project environment
	1.4 Verify that health, safety and welfare equipment and resources which meet the project, contractual and statutory requirements are available
	1.5 Verify that appropriate and sufficient qualified first aiders are available
	1.6 Notify those responsible where aspects of non-compliance are identified
2 Understand how to verify systems for managing site health, safety and welfare	2.1 Examine how to verify that adequate site health, safety and welfare policies and systems which meet organisational and statutory requirements are in place
	2.2 Examine how to verify that health, safety and welfare responsibilities are allocated to people which are consistent with current statutory requirements and the specific project requirements
	2.3 Examine how to verify that accurate statutory notices and hazard warnings are posted which are appropriate to construction operations and the project environment
	2.4 Examine how to verify that health, safety and welfare equipment and resources which meet the project, contractual and statutory requirements are available
	2.5 Examine how to verify that appropriate and sufficient qualified first aiders are available
	2.6 Explain how to notify those responsible where aspects of non-compliance are identified

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
3 Be able to maintain systems for managing site health, safety and welfare	3.1 Encourage a culture of health, safety and welfare on site and identify and recommend opportunities for improving the health and safety of the work environment
	3.2 Verify that accurate and appropriate statutory notices and hazard warnings are maintained
	3.3 Verify that health, safety and welfare equipment, resources and inductions are correctly used and maintained to meet the project and statutory requirements
	3.4 Verify that systems are in place which meet project and statutory requirements
	3.5 Notify those responsible where aspects of non-compliance are identified
4 Understand how to maintain systems for managing site health, safety and welfare	4.1 Explain how to encourage a culture of health, safety and welfare on site and identify and recommend opportunities for improving the health and safety of the work environment
	4.2 Examine how to verify that accurate and appropriate statutory notices and hazard warnings are maintained
	4.3 Examine how to verify that health, safety and welfare equipment, resources and inductions are correctly used and maintained to meet the project and statutory requirements
	4.4 Examine how to verify that systems are in place which meet project and statutory requirements
	4.5 Explain how to notify those responsible where aspects of non-compliance are identified

Additional information about this unit	
Unit purpose and aim(s)	This unit covers the learner's key responsibilities for maintaining a healthy, safe and productive work environment, with risks minimised. It is concerned with identifying hazards and risks and maintaining policies to reduce risks. It is also about taking steps to maintain a healthy, safe and productive work environment which meets legal and organisational requirements. It is about encouraging a culture of health, safety and welfare on site. It is also about ensuring that personnel are aware of their responsibilities and have access to necessary equipment and resources for safe welfare and safe and healthy working.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSSI003 in Senior Site Inspection
Assessment requirements	<p>The following ranges apply:</p> <p>Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Organisational and statutory requirements: <ul style="list-style-type: none"> <li>○ construction specific health, safety and welfare regulations</li> <li>○ general health, safety and welfare legislation</li> <li>○ recognised Industry Codes of Practice</li> <li>○ organisational procedures</li> <li>○ safety audit</li> </ul> </li> <li>• Specific project requirements: <ul style="list-style-type: none"> <li>○ contract</li> <li>○ organisational policy</li> <li>○ site, construction and installation operations</li> <li>○ risk assessments</li> <li>○ demolition</li> <li>○ control of nuisance (e.g. noise, dust transport)</li> <li>○ language</li> <li>○ waste management</li> </ul> </li> <li>• Statutory notices: <ul style="list-style-type: none"> <li>○ prescribed notices</li> <li>○ certificates</li> <li>○ certificates of Insurance</li> <li>○ site safety signs</li> </ul> </li> <li>• Health, safety and welfare equipment and resources: <ul style="list-style-type: none"> <li>○ protective clothing</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li><input type="radio"/> protective equipment</li> <li><input type="radio"/> first aid facilities</li> <li><input type="radio"/> welfare facilities</li> <li><input type="radio"/> storage and security of materials and equipment</li> <li><input type="radio"/> accident and incident reporting</li> <li><input type="radio"/> firefighting equipment</li> <li><input type="radio"/> provision of site induction and health, safety and welfare training</li> </ul> <p>Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> <li>• Statutory notices: <ul style="list-style-type: none"> <li><input type="radio"/> prescribed notices</li> <li><input type="radio"/> certificates</li> <li><input type="radio"/> Certificate of Insurance</li> <li><input type="radio"/> site safety signs</li> </ul> </li> <li>• Health, safety and welfare equipment and resources: <ul style="list-style-type: none"> <li><input type="radio"/> protective clothing</li> <li><input type="radio"/> protective equipment</li> <li><input type="radio"/> first aid facilities and arrangements</li> <li><input type="radio"/> welfare facilities</li> <li><input type="radio"/> storage, security and disposal of materials and equipment</li> <li><input type="radio"/> accident and incident reporting</li> <li><input type="radio"/> firefighting equipment</li> <li><input type="radio"/> provision of health, safety and welfare training</li> </ul> </li> <li>• Inductions: <ul style="list-style-type: none"> <li><input type="radio"/> health and safety responsibilities</li> <li><input type="radio"/> site, construction and installation operations</li> <li><input type="radio"/> health, safety and welfare equipment and resources</li> <li><input type="radio"/> risk control procedures</li> <li><input type="radio"/> first aid arrangements</li> <li><input type="radio"/> health and safety plans</li> <li><input type="radio"/> site specific procedures</li> <li><input type="radio"/> emergency and evacuation procedures</li> </ul> </li> <li>• Project and statutory requirements: <ul style="list-style-type: none"> <li><input type="radio"/> construction specific health, safety and welfare regulations</li> <li><input type="radio"/> general health, safety and welfare legislation</li> <li><input type="radio"/> recognised Industry Codes of Practice</li> <li><input type="radio"/> organisational procedures</li> <li><input type="radio"/> safety audit</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ identifying hazards</li> <li>○ reducing associated risk</li> <li>○ reporting accidents and incidents and preventing recurrence</li> <li>○ identify, record and report any special site condition</li> <li>○ situations which do not comply with regulations</li> </ul> <p>Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.</p> <p><b>Performance Evidence</b></p> <p>There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.</p> <p><b>Learning Outcome 1</b></p> <p><b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Record(s) of site health, safety and welfare policies and systems</li> <li>2. Record(s) of site health, safety and welfare arrangements which include allocated responsibilities, posting of statutory notices and hazard warnings, allocated equipment and resources and first aiders</li> </ol> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 3</b></p> <p><b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Record(s) of monitoring the health, safety and welfare of people on site which include encouraging the culture and recommending opportunities for improvement</li> <li>2. Record(s) of implemented and maintained systems which include statutory notices and hazard warnings, equipment, resources and inductions</li> </ol> <p><b>Process Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Monitoring of the health, safety and welfare on site which includes encouraging the culture and recommending opportunities for improvement</li> </ol>
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Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	30
Assessment	10

<b>Unit Title:</b>	Manage project progress and handover in construction
<b>Unit Number:</b>	F/618/7107
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to manage project progress against agreed programmes	1.1 Develop and implement systems to monitor and record the progress of the contract against the agreed programmes
	1.2 Collect progress information regularly and summarise it accurately for decision makers
	1.3 Identify inadequately and inappropriately specified resources and inform decision makers
	1.4 Identify and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme
	1.5 Identify and recommend corrective action and notify decision makers if it is not done in a reasonable time
2 Understand how to manage project progress against agreed programmes	2.1 Propose how to develop and implement systems to monitor and record the progress of the contract against the agreed programmes
	2.2 Explain how to collect progress information regularly and summarise it accurately for decision makers
	2.3 Explain how to identify inadequately and inappropriately specified resources and inform decision makers
	2.4 Describe how to identify and quantify as any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme
	2.5 Describe how to identify and recommend corrective action and notify decision makers if it is not done in a reasonable time

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
3 Be able to prepare and issue certification for project requirements	3.1 Monitor all the relevant documents needed for certification, verify them against the project requirements and record any variations
	3.2 Inspect and verify work against the project requirements and record any variations
	3.3 Verify that appropriate certificates and notices are issued in accordance with the terms of the contract requirements and within the time agreed
	3.4 Justify and support certification decisions with valid evidence
	3.5 Check that the people responsible are complying with certificates and notices and the project requirements and notify decision makers in cases of non-compliance
4 Understand how to prepare and issue certification for project requirements	4.1 Examine how to monitor and verify all the relevant documents needed for certification and record any variations
	4.2 Examine how to inspect and verify work against the project requirements and record any variations
	4.3 Examine how to verify that appropriate certificates and notices are issued in accordance with the terms of the contract requirements and within the time agreed
	4.4 Evaluate and justify and support certification decisions with valid evidence
	4.5 Explain how to check that the people responsible are complying with certificates and notices and the project requirements and notify decision makers in cases of noncompliance
5 Be able to confirm project handover	5.1 Confirm project requirements, consult with stakeholders, and confirm and agree a commissioning programme
	5.2 Check that project requirements have been met and record outstanding work and defects
	5.3 Ensure that commissioning inspections and tests that require certification are witnessed by stakeholders as required
	5.4 Identify and arrange for the satisfactory completion of any outstanding work
	5.5 Confirm any stakeholder concerns that arise that need to be addressed at project handover and record and agree any required actions
	5.6 Ensure that stakeholders respective responsibilities are adopted
	5.7 Record the most recent information produced during design, construction, and installation, which can be used for guidance about operation and maintenance
	5.8 Ensure that information is assembled, and that operational documentation, equipment and services are handed over in accordance with the contract

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

Additional information about this unit	
Unit purpose and aim(s)	<p>This unit requires the Learner to demonstrate how to use programmes (Client's or Main Contractor's) how to assess the overall progress of a project against the given programme and reporting back to the people responsible via the site periodic report. This report can include evidence of visual inspections on site, from contractors' records or note contained within the Site Diary. It is about monitoring work and justifying the issuing of notices including compliance notices. It is also about the recognition of what constitutes a handover package for the people taking over and working with the completed project You will need to confirm any stakeholder concerns at the time of handover and record and agree any required actions. You will record information produced during the design, construction and installation. You will also need to ensure that information is assembled, and operational documentation, equipment and services are handed over in accordance with the contract.</p>
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	<p>The unit sets out the competence and knowledge specification for COSSIO02 in Senior Site Inspection</p>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>The following ranges apply:            Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Systems to monitor and record:               <ul style="list-style-type: none"> <li><input type="radio"/> visual inspection</li> <li><input type="radio"/> resource records</li> <li><input type="radio"/> site inspection reports</li> <li><input type="radio"/> contractors' reports</li> <li><input type="radio"/> quantities data</li> <li><input type="radio"/> written, graphical and electronic records of actual work against programmed work</li> <li><input type="radio"/> site meeting records</li> <li><input type="radio"/> management reports</li> <li><input type="radio"/> organisational procedures</li> <li><input type="radio"/> comparison with project requirements</li> </ul> </li> <li>• Programmes:               <ul style="list-style-type: none"> <li><input type="radio"/> bar charts</li> <li><input type="radio"/> gantt chart</li> <li><input type="radio"/> network analysis</li> <li><input type="radio"/> critical path</li> <li><input type="radio"/> action lists</li> <li><input type="radio"/> method statements</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li><input type="radio"/> people</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li><input type="radio"/> plant and equipment</li> <li><input type="radio"/> materials and components</li> <li><input type="radio"/> finance</li> <li><input type="radio"/> time</li> <li><input type="radio"/> specialist services</li> <li><input type="radio"/> public utility services</li> <li><input type="radio"/> information</li>   <li>• Decisions makers <ul style="list-style-type: none"> <li><input type="radio"/> client</li> <li><input type="radio"/> consultants</li> <li><input type="radio"/> main contractors</li> </ul> </li>   <li>• Deviations: <ul style="list-style-type: none"> <li><input type="radio"/> resource shortages</li> <li><input type="radio"/> design problems and constraints</li> <li><input type="radio"/> industrial disputes</li> <li><input type="radio"/> lack of essential construction and client information</li> <li><input type="radio"/> construction errors</li> <li><input type="radio"/> inclement weather</li> <li><input type="radio"/> physical constraints</li> <li><input type="radio"/> legal</li> <li><input type="radio"/> social</li> <li><input type="radio"/> environmental</li> <li><input type="radio"/> contract variations</li> </ul> </li>   <li>• Corrective action: <ul style="list-style-type: none"> <li><input type="radio"/> restore progress in accordance with agreed programme</li> <li><input type="radio"/> agree new completion dates</li> <li><input type="radio"/> secure additional resources</li> <li><input type="radio"/> alter planned work</li> </ul> </li>   <li>Learning Outcomes 3 and 4 <ul style="list-style-type: none"> <li>• Documents - relating to: <ul style="list-style-type: none"> <li><input type="radio"/> contract criteria</li> <li><input type="radio"/> costs</li> <li><input type="radio"/> quantity</li> <li><input type="radio"/> quality</li> <li><input type="radio"/> progress</li> <li><input type="radio"/> as built data</li> </ul> </li>   <li>• People responsible: <ul style="list-style-type: none"> <li><input type="radio"/> the client</li> <li><input type="radio"/> contractor</li> <li><input type="radio"/> consultants</li> <li><input type="radio"/> sub-contractors</li> <li><input type="radio"/> suppliers</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Certificates and notices: <ul style="list-style-type: none"> <li>○ non-conformance</li> <li>○ dayworks</li> <li>○ Schedule of Defects</li> <li>○ Making Good Defects</li> </ul> </li> <li>• Decisions makers <ul style="list-style-type: none"> <li>○ client</li> <li>○ consultants</li> <li>○ line managers</li> </ul> </li> </ul> <p>Learning Outcomes 5 and 6</p> <ul style="list-style-type: none"> <li>• Project requirements: <ul style="list-style-type: none"> <li>○ time</li> <li>○ quality</li> <li>○ cost</li> <li>○ health and safety</li> <li>○ regulations</li> <li>○ sustainability</li> <li>○ defects rectification period</li> </ul> </li> <li>• Stakeholders: <ul style="list-style-type: none"> <li>○ clients</li> <li>○ users</li> <li>○ consultants</li> <li>○ contractors</li> <li>○ regulatory authorities</li> </ul> </li> <li>• Responsibilities: <ul style="list-style-type: none"> <li>○ insurances</li> <li>○ security</li> <li>○ operations</li> <li>○ health and safety</li> <li>○ utility supply</li> <li>○ environmental sustainability</li> </ul> </li> <li>• Information: <ul style="list-style-type: none"> <li>○ record drawings</li> <li>○ schedules</li> <li>○ specifications</li> <li>○ contract records</li> <li>○ photographs</li> <li>○ trade literature</li> <li>○ statutory consents</li> <li>○ commissioning and test certificates</li> <li>○ operating instructions and performance ratings</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ guarantees</li> <li>○ warranties</li> <li>○ Health and Safety File</li> </ul> <ul style="list-style-type: none"> <li>• Operational documentation, equipment and services: <ul style="list-style-type: none"> <li>○ manuals and guidance materials</li> <li>○ plans</li> <li>○ Health and Safety File</li> <li>○ operating equipment</li> <li>○ security information and equipment</li> <li>○ guarantees and warranties</li> <li>○ commissioning and test certificates</li> </ul> </li> </ul> <p>Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.</p> <p><b>Performance Evidence</b></p> <p>There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.</p> <p><b>Learning Outcome 1</b></p> <p><b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Progress monitoring and recording system(s) including record(s) which include collected and summarised progress information</li> <li>2. Record(s) of identified and quantified deviation(s) which include identified inadequate and inappropriate specified resources and recommended corrective action</li> </ol> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 3</b></p> <p><b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Record(s) of the monitor of documents for certification including inspections of work and also record(s) of variations</li> <li>2. Records of verifications of certificates and notices issued including support for decisions</li> <li>3. Record(s) of checks and notifications of any non-compliance</li> </ol> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 5</b></p>
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	<p><b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Record(s) of commissioning programmes</li> <li>2. Record (s) of checks on project requirements, certification requirements, and completion of outstanding work and defects</li> <li>3. Record(s) of handover which include inspections, confirmed concerns and actions, adopted responsibilities, documentation, equipment, and services</li> </ol> <p><b>Process Evidence:</b> not applicable</p>
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Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	30
Assessment	10

<b>Unit Title:</b>	Implement agreed policies and programmes for undertaking maintenance works in construction
<b>Unit Number:</b>	J/618/7108
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to implement agreed policies and programmes for repairs	1.1 Agree and confirm with the client and building user, repairs reporting systems to deliver the agreed policies for undertaking repairs
	1.2 Implement the systems to react to requests to undertake repairs
	1.3 Implement systems to undertake repairs to minimise the long-term deterioration of the property
	1.4 Confirm and agree with the client and building user particular obligations to comply with statutory and lease requirements
	1.5 Procure and programme resources to undertake repairs of an emergency, urgent and routine nature
2 Understand how to implement agreed policies and programmes for repairs	2.1 Evaluate how to agree and confirm with the client and building user repairs reporting systems to deliver the agreed policies for undertaking repairs
	2.2 Explain how to implement the systems to react to requests to undertake repairs
	2.3 Explain how to implement systems to undertake repairs to minimise the long-term deterioration of the property
	2.4 Explain how to confirm and agree with the client and building user particular obligations to comply with statutory and lease requirements
	2.5 Explain how to procure and programme resources to undertake repairs of an emergency, urgent and routine nature
3 Be able to implement agreed policies and programmes for pre-planned maintenance works	3.1 Agree with the client and building user the organisational objectives for programmes of pre-planned maintenance works
	3.2 Identify factors that will affect the on-going maintenance of property
	3.3 Prioritise the maintenance activities by taking into account all factors
	3.4 Prepare and agree plans and schedules of works
4 Understand how to implement agreed policies and programmes for pre-planned maintenance works	4.1 Evaluate how to agree with the client and building user the organisational objectives for programmes of pre-planned maintenance works
	4.2 Describe how to identify factors that will affect the on-going maintenance of property

	4.3	Examine how to prioritise the maintenance activities by taking into account all factors
	4.4	Explain how to prepare and agree plans and schedules of works
5 Be able to confirm organisational budgets for projects	5.1	Confirm the arrangements for budgetary control and allocations under the budget headings of financial plans
	5.2	Confirm an appropriate method of maintaining overall control of the budget
	5.3	Confirm allocations under budget headings, cash flow calculations and report requirements to those with financial information
	5.4	Authorise expenditure and changes to budgets and issue the information to those responsible
	5.5	Identify and agree appropriate methods and timescales for reporting contingencies and variances
	5.6	Resolve queries and discrepancies over allocated budgets
6 Understand how to confirm organisational budgets for projects	6.1	Explain how to confirm the arrangements for budgetary control and allocations under the budget headings of financial plans
	6.2	Explain how to confirm an appropriate method of maintaining overall control of the budget
	6.3	Explain how to confirm allocations under budget headings, cash flow calculations and reporting requirements to those with financial responsibilities
	6.4	Evaluate how to authorise expenditure and changes to budgets and issue the information to those responsible
	6.5	Describe what to identify as appropriate methods and timescales for reporting contingencies and variances
	6.6	Propose how to resolve queries and discrepancies over allocated budgets

Additional information about this unit	
Unit purpose and aim(s)	This unit is about the implementation of maintenance programmes. It is about planning and scheduling maintenance programmes and ensuring that they comply with statutory requirements. It is also about monitoring programmes and keeping appropriate records. It is about supporting your ability to use current good practice in policies and procedures which are directly associated with undertaking repairs and maintenance works of an emergency, routine and programmed nature. It is about maintaining systems to monitor performance in order to meet external agency requirements and customer satisfaction.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSSIO09 in Senior Site Inspection
Assessment requirements	<p>The following ranges apply: Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Repairs: <ul style="list-style-type: none"> <li>○ reactive</li> <li>○ emergency</li> <li>○ urgent</li> <li>○ routine</li> <li>○ out of hours</li> </ul> </li> <li>• Systems: <ul style="list-style-type: none"> <li>○ electronic</li> <li>○ orally</li> <li>○ in writing</li> </ul> </li> <li>• Statutory requirements: <ul style="list-style-type: none"> <li>○ planning, conservation and building regulations</li> <li>○ health and safety</li> </ul> </li> <li>• Programming resources: <ul style="list-style-type: none"> <li>○ in-house</li> <li>○ out-source</li> </ul> </li> <li>• Policies: <ul style="list-style-type: none"> <li>○ building owner</li> <li>○ lease and sub-letting policies</li> <li>○ planning, conservation and environmental strategies</li> <li>○ access and security</li> </ul> </li> </ul> <p>Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> <li>• Maintenance: <ul style="list-style-type: none"> <li>○ preventative</li> <li>○ cyclical</li> </ul> </li> <li>• Factors: <ul style="list-style-type: none"> <li>○ lease and sub-letting policies</li> <li>○ operational requirements</li> <li>○ planning, conservation and building regulations</li> </ul> </li> </ul>

- access and security
- cost benefit analysis

Learning Outcomes 5 and 6

- Budget headings:
  - earned income
  - employment costs
  - capital plant and equipment
  - materials
  - liabilities
  - subcontract costs
  - consumables
- Financial plans:
  - forecasts
  - budgets
  - cash flow
- Cash flow calculations:
  - income receivable
  - expenditure
- Contingencies:
  - delays in receivables
  - project and contract delays
  - interruptions
  - risk
- Variances:
  - overspend
  - underspend

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

**Performance Evidence**

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

**Learning Outcome 1**

**Product Evidence:** The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Programmes for repairs, including reporting systems and policies that meet statutory and lease requirements  
Additional information about this unit Simulations are not considered to be acceptable for producing this evidence.

**Process Evidence:** not applicable

	<p><b>Learning Outcome 3</b>  <b>Product Evidence:</b> The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Schedules and plans of works, including organisational objectives, programmes of pre-planned maintenance works and identified factors Simulations are not considered to be acceptable for producing this evidence.</li> </ol> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 5</b>  <b>Product Evidence:</b> The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Record(s) of arrangements for budgetary control and allocations and methods for maintaining overall control of the budget and formats for presentation</li> <li>2. Record(s) of budget allocation(s) issued and cash flow calculations and reporting requirements</li> <li>3. Record(s) showing the authorisation of expenditure and changes to budgets</li> <li>4. Record(s) of method(s) agreed for reporting contingencies and variances</li> <li>5. Record(s) showing queries and discrepancies resolved</li> </ol> <p><b>Process Evidence:</b> not applicable</p>
Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	50
Assessment	10

<b>Unit Title:</b>	Confirm and report on property condition in construction
<b>Unit Number:</b>	L/618/7109
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to confirm condition of property	1.1 Identify the purpose of the inspection, evaluating available data and obtain the equipment and resources and specialist advice that will be needed
	1.2 Identify and confirm the levels and types of professional support which will be needed and brief advisers with clear and accurate summaries of the information available
	1.3 Check and confirm, before starting the inspection, that people who will be affected have given their permission
	1.4 Identify and manage personal health and safety risks relating to inspections
	1.5 Take accurate observations and measurements of parts and characteristics of the property which are necessary for the purpose of the inspection and recording them clearly, accurately and completely using agreed formats and organisational conventions
	1.6 Identify gaps in information and obtain and evaluate additional data needed about the property and its use
	1.7 Investigate inconsistencies between observations and expected findings
	1.8 Examine actual and potential causes of failure and deterioration and assess condition
	1.9 Check that the property conforms to statutory requirements and identify and record parts that do not and circulate the findings to people who have an interest
2 Understand how to confirm condition of property	2.1 Describe what to identify as the purpose of the inspection, evaluating available data and obtain the equipment and resources and specialist advice that will be needed
	2.2 Describe how to identify and confirm the levels and types of professional support which will be needed and brief advisers with clear and accurate summaries of the information available
	2.3 Explain how to check and confirm, before starting the inspection, that people who will be affected have given their permission
	2.4 Describe how to identify and manage personal health and safety risks relating to inspections
	2.5 Explain how to take accurate observations and measurements of parts and characteristics of the property which are necessary for the purpose of the inspection and recording them clearly, accurately and completely using agreed formats and organisational conventions



<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
2 continued	2.6 Describe how to identify gaps in information and obtain and evaluate additional data needed about the property and its use
	2.7 Examine how to investigate inconsistencies between observations and expected findings
	2.8 Examine actual and potential causes of failure and deterioration and assess condition
	2.9 Check that the property conforms to statutory requirements and identify and record parts that do not and circulate the findings to people who have an interest
3 Be able to prepare and present property condition reports	3.1 Assemble and collate information on the condition of property
	3.2 Analyse all relevant evidence and information using appropriate methods and techniques and make a realistic assessment of condition which meet the requirements of codes of practice and legislation
	3.3 Analyse and identify causes of failure and deterioration and the implications and consequences
	3.4 Prepare and submit a report which is accurate, complete, clearly specifies the level of condition, and contains all relevant information
	3.5 Clarify and justify findings and explain clearly instances where and why accurate inspection and measurement has not been possible
	3.6 Maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements
4 Understand how to prepare and present property condition reports	4.1 Explain how to assemble and collate information on the condition of property
	4.2 Examine how to analyse all relevant evidence and information using appropriate methods and techniques and make a realistic assessment of condition which meet the requirements of codes of practice and legislation
	4.3 Examine how to analyse and identify causes of failure and deterioration and the implications and consequences
	4.4 Explain how to maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements
	4.5 Explain how to prepare and submit a report which is accurate, complete, clearly specifies the level of condition, and contains all relevant information
	4.6 Explain how to clarify and justify findings and explain clearly instances where and why accurate inspection and measurement has not been possible

Additional information about this unit	
Unit purpose and aim(s)	This unit is concerned with undertaking condition inspections, managing health and safety in relation to inspections, and presenting your reports. You must be able to confirm the scope of the work, organise what you need to carry out inspections, confirm levels and types of professional support required, obtain the necessary permissions, make necessary observations and physical measurements and record the results. It is about collating the results of the survey and presenting them in a report. You must be able to demonstrate your analytical and report writing skills, and your technical judgement (both quantitative and qualitative). The report will also include an analysis of actual and potential causes of failure and deterioration and their implications and consequences. You are also required to maintain records which conform to professional, organisational and statutory requirements.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSIO08 in Senior Site Inspection
Assessment requirements	<p>The following ranges apply: Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Sources: <ul style="list-style-type: none"> <li>○ the client</li> <li>○ land registry</li> <li>○ local search</li> <li>○ tenants</li> <li>○ existing surveys/inspections</li> <li>○ legal documents</li> <li>○ historical</li> <li>○ occupiers</li> <li>○ local authority records</li> </ul> </li> <li>• Health and safety risks: <ul style="list-style-type: none"> <li>○ falls from height</li> <li>○ slips, trips and falls (same height)</li> <li>○ hit by falling or moving objects</li> <li>○ manual handling</li> <li>○ health issues</li> <li>○ power sources</li> <li>○ hazardous substances</li> <li>○ trapped by something collapsing or overturning</li> <li>○ confined spaces</li> <li>○ fire</li> <li>○ obstructions</li> <li>○ moving vehicles</li> <li>○ water</li> <li>○ security breaches</li> <li>○ sector or context specific</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Parts: <ul style="list-style-type: none"> <li>○ structure</li> <li>○ fabric</li> <li>○ services</li> <li>○ building environment and functional factors</li> <li>○ energy efficiency (thermal insulation, heating, ventilation)</li> </ul> </li> <li>• Characteristics: <ul style="list-style-type: none"> <li>○ age</li> <li>○ type</li> <li>○ construction</li> <li>○ size</li> <li>○ heritage status</li> </ul> </li> </ul> <p>Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> <li>• Information - sources: <ul style="list-style-type: none"> <li>○ the client</li> <li>○ land registry</li> <li>○ local search</li> <li>○ tenants</li> <li>○ occupiers</li> <li>○ survey data</li> <li>○ local authorities</li> <li>○ industry standards and legislation</li> <li>○ published technical data</li> <li>○ inspection observations and measurements</li> <li>○ advice from specialists</li> </ul> </li> <li>• Analytical methods and techniques: <ul style="list-style-type: none"> <li>○ comparison</li> <li>○ quantitative</li> <li>○ qualitative</li> <li>○ risk assessment</li> </ul> </li> <li>• Level of condition: <ul style="list-style-type: none"> <li>○ age, type, construction size &amp; heritage status</li> <li>○ condition rating</li> <li>○ energy efficiency</li> <li>○ susceptibility to damage</li> <li>○ safety requirements</li> <li>○ need to inhibit deterioration</li> <li>○ meet minimum legal standards</li> <li>○ suspected concealed defects</li> </ul> </li> <li>• Relevant information: <ul style="list-style-type: none"> <li>○ meets relevant Codes of Practice and standards</li> <li>○ recommended remedial work and estimated costs</li> <li>○ any qualifying factors</li> <li>○ specialist reports</li> <li>○ need for further investigation</li> </ul> </li> </ul> <p>Taken as a whole, the evidence must show that the Learner consistently meets all the assessment criteria, across the ranges for the Element.</p>
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	<p><b>Performance Evidence</b></p> <p>There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.</p> <p><b>Learning Outcome 1</b></p> <p><b>Product Evidence:</b> The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Evaluation(s) of available and additional data</li> <li>2. Record(s) of inspection(s) which include equipment, resources and levels of professional support and advice obtained, permissions, observations and measurements, agreed formats and conventions</li> <li>3. Record(s) of investigation(s) of inconsistencies with expected findings</li> <li>4. Record(s) of parts of the property that do not conform to statutory requirements</li> </ol> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 3</b></p> <p><b>Product Evidence:</b> The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Report which includes collated information use appropriate methods and techniques, analysed evidence, identified causes of failure and deterioration, implications and consequences, specified level of condition, clarification and explanations</li> <li>2. Internal record(s)</li> </ol> <p><b>Process Evidence:</b> not applicable</p>
Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	40
Assessment	10

<b>Unit Title:</b>	Monitor test processes in construction
<b>Unit Number:</b>	F/618/7110
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to confirm test requirements	1.1 Identify and confirm test types and ensuring that they are consistent with the environment, contract and also legal requirements and recognise any concerns raised by the public
	1.2 Consult with experts when specialist information is needed which is relevant to the test
	1.3 Ask for and obtain authority to carry out the test from people who might be affected and from any legal authorities who have to be notified
	1.4 Confirm suitable quality assurance standards and safety requirements
2 Understand how to confirm test requirements	2.1 Describe how to identify and confirm test types and ensure that they are consistent with the environment, contract and also legal requirements and recognise any concerns raised by the public
	2.2 Explain how to consult with experts when specialist information is needed which is relevant to the test
	2.3 Explain how to ask for and obtain authority to carry out the test from people who might be affected and from any legal authorities who have to be notified
	2.4 Explain how to confirm suitable standards of quality assurance and safety requirements
3 Be able to monitor, analyse and report on tests	3.1 Monitor tests and recommend modifications to maintain compliance with test requirements
	3.2 Ensure that physical tests are conducted in a way which balances accuracy and cost and keeps disruption to a minimum
	3.3 Conform to safe working practices during testing
	3.4 Ensure that only calibrated equipment is used to maintain accuracy
	3.5 Ensure that sample sizes are sufficient to test the required properties and maintaining their integrity to meet recognised statistical principles
	3.6 Ensure that test data is recorded clearly and accurately and stored securely for later analysis
	3.7 Keep a clear and accurate record of the time spent on the test and of any problems that come up which may affect cost or accuracy
	3.8 Collate the data from tests and check it for accuracy and integrity
	3.9 Analyse the data against test requirements, summarise the results and reporting them to those who need to use them

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

Additional information about this unit	
Unit purpose and aim(s)	This unit is about identifying and confirming test types and ensuring that they are consistent with contract and legal requirements. The candidate will need to consult with experts as required, obtain authority to carry out testing and confirm that suitable quality assurance standards and safety requirements are in place. It is about monitoring and recording tests to ensure that accuracy is maintained, equipment is calibrated and samples are statistically sound. It is also about ensuring that data is communicated to those who need it. It is about collating the data from tests and checking it for accuracy and processing and analysing it against test requirements. It is about interpreting the data and communicating it to users
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSIO07 in Senior Site Inspection
Assessment requirements	<p>The following ranges apply: Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Test: <ul style="list-style-type: none"> <li>○ site investigation (e.g. soil)</li> <li>○ structure (e.g. load)</li> <li>○ materials (e.g. concrete)</li> <li>○ environment (e.g. noise)</li> <li>○ services (e.g. drain)</li> </ul> </li> <li>• Environment: <ul style="list-style-type: none"> <li>○ on site</li> <li>○ off site</li> </ul> </li> <li>• Authority: <ul style="list-style-type: none"> <li>○ client</li> <li>○ site owner</li> <li>○ occupiers</li> <li>○ adjoining owners and occupiers</li> <li>○ notifiable authorities (e.g. building control)</li> <li>○ consultants</li> <li>○ contractors</li> <li>○ suppliers</li> </ul> </li> <li>• Safety requirements: <ul style="list-style-type: none"> <li>○ personal safety equipment and clothing</li> <li>○ safe access as required under health and safety legislation</li> <li>○ Industry Codes of Practice and Regulations applying to the test location and the tests being conducted as identified by risk assessments</li> </ul> </li> </ul> <p>Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> <li>• Test: <ul style="list-style-type: none"> <li>○ site investigation (e.g. soil)</li> <li>○ structure (e.g. load)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ materials (e.g. concrete)</li> <li>○ environment (e.g. noise)</li> <li>○ services (e.g. drain)</li> <li>• Safe working practices: <ul style="list-style-type: none"> <li>○ personal safety equipment and clothing</li> <li>○ safe use of access as required under health and safety legislation</li> <li>○ Industry Codes of Practice and Regulations applying to the test site and the tests being conducted as identified by risk assessments</li> </ul> </li> <li>• Data: <ul style="list-style-type: none"> <li>○ physical</li> <li>○ condition</li> <li>○ performance</li> </ul> </li> <li>• Check: <ul style="list-style-type: none"> <li>○ against test requirements</li> <li>○ to identify errors</li> <li>○ to evaluate anomalies</li> </ul> </li> </ul> <p>Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.</p> <p><b>Performance Evidence</b> There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.</p> <p><b>Learning Outcome 1</b> <b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Records of identified and confirmed test types; authority obtained; quality assurance standards and safety requirement</li> <li>2. Records of consultations with expert</li> </ol> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 3</b> <b>Product Evidence:</b> The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence</p> <ol style="list-style-type: none"> <li>1. Record(s) and report(s) of tests including: conduct; safe working practices, samples taken; time; problems</li> <li>2. Record(s) of test monitor and recommended modifications</li> <li>3. Collated test data including checks for accuracy</li> <li>4. Analyses of test data</li> </ol> <p><b>Process Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Records of checks that equipment is calibrated</li> </ol>
Availability for use	Shared



Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	30
Assessment	10

<b>Unit Title:</b>	Manage and develop teams and individuals in construction
<b>Unit Number:</b>	J/618/7111
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to allocate and monitor the progress and quality of work in your area of responsibility	1.1 Confirm the work required in your area of responsibility with your manager and seeking clarification, where necessary, on any outstanding points and issues
	1.2 Plan how the work will be undertaken, seek views from people in your area of responsibility, identify any priorities or critical activities and make best use of the available resources
	1.3 Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development
	1.4 Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance
	1.5 Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work
	1.6 Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
	1.7 Support individuals and/or teams in identifying and dealing with problems and unforeseen events
	1.8 Motivate individuals and/or teams to complete the work they have been allocated and providing, where requested and where possible, any additional support and/or resources to help completion
	1.9 Monitor your area for conflict, identify the cause when it occurs and dealing with it promptly and effectively
	1.10 Identify unacceptable or poor performance, discuss the cause and agree ways of improving performance with individuals and/or teams
	1.11 Recognise successful completion of significant pieces of work or work activities by individuals and/or teams
	1.12 Use information collected on the performance of individuals and/or teams in any formal appraisals of performance
	1.13 Review and update plans of work for your area, clearly communicating any changes to those affected

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
2 Understand how to allocate and monitor the progress and quality of work in your area of responsibility	2.1 Explain how to confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues
	2.2 Explain how to plan how the work will be undertaken, seek views from people in your area of responsibility, identify any priorities or critical activities and make best use of the available resources
	2.3 Explain how to ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development
	2.4 Explain how to ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance
	2.5 Explain how to encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work
	2.6 Examine how to monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
	2.7 Explain how to support individuals and/or teams in identifying and dealing with problems and unforeseen events
	2.8 Explain how to motivate individuals and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion
	2.9 Examine how to monitor your area for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively
	2.10 Describe how to identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams
	2.11 Explain how to recognise successful completion of significant pieces of work or work activities by individuals and/or teams
	2.12 Explain how to use information collected on the performance of individuals and/or teams in any formal appraisals of performance
	2.13 Examine how to review and update plans of work for your area, clearly communicating any changes to those affected

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<b>3 Be able to encourage people to learn and benefit from your experience</b>	3.1 Identify, through discussion with people, areas where they need help to achieve their agreed competence levels and use the information to produce an agreed personal development plan
	3.2 Identify and offer adequate and appropriate opportunities and resources for people to learn
	3.3 Select and summarise relevant and up-to-date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials
	3.4 Advise people so that they can identify their current level of competence, their learning needs and targets
	3.5 Identify and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual
	3.6 Present information to people using a pace, style and form which is appropriate to their needs
	3.7 Encourage people to ask questions, seek clarification and advice when they need help and during learning activities
	3.8 Review people's progress towards agreed objectives and give realistic and positive feedback on achievements
<b>4 Understand how to encourage people to learn and benefit from your experience</b>	4.1 Describe how to identify, through discussion with people, areas where they need help to achieve their agreed competence levels and use the information to produce an agreed personal development plan
	4.2 Describe how to identify and offer adequate and appropriate opportunities and resources for people to learn
	4.3 Evaluate how to select and summarise relevant and up-to-date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials
	4.4 Propose how to advise people so that they can identify their current level of competence, their learning needs and targets
	4.5 Describe how to identify and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual
	4.6 Explain how to present information to people using a pace, style and form which is appropriate to their needs
	4.7 Explain how to encourage people to ask questions, seek clarification and advice when they need help and during learning activities
	4.8 Examine how to review people's progress towards agreed objectives and give realistic and positive feedback on achievements

Additional information about this unit	
Unit purpose and aim(s)	This unit is about confirming the work required in your area, and ensuring that the work is allocated to the appropriate individuals. This involves monitoring and motivating the individuals, including the use of formal appraisal systems and reviewing and updating plans of work in your area. You will need to identify learning opportunities for others and to select appropriate resources. You will provide coaching, mentoring, advice, support and encouragement to the learners, and give them constructive feedback when reviewing their progress. This involves knowledge of the working culture and practices of the industry and how you can work within these practices to understand people's needs and motivations including the recruitment and retention of employees.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSIO13 in Senior Site Inspection
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>The following ranges apply: Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Opportunities and resources: <ul style="list-style-type: none"> <li>○ paid time</li> <li>○ personal time</li> <li>○ office</li> <li>○ site, group and mutual</li> <li>○ collaboration with others</li> </ul> </li> <li>• People: <ul style="list-style-type: none"> <li>○ colleagues</li> <li>○ trainees and students</li> <li>○ potential entrants to the industry</li> </ul> </li> <li>• Learning techniques and methods: <ul style="list-style-type: none"> <li>○ attending training and educational programmes</li> <li>○ coaching</li> <li>○ mentoring</li> <li>○ instructing</li> <li>○ agreeing work-based learning opportunities</li> </ul> </li> </ul> <p>Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.</p> <p><b>Performance Evidence</b> There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover</p>

	<p>the remaining items of range for each relevant assessment criteria.</p> <p><b>Learning Outcome 3</b>  <b>Product Evidence:</b> The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence:</p> <ol style="list-style-type: none"> <li>1. Information summarised for developing learning materials</li> <li>2. Personal development plan(s) which include identified competence levels, needs, opportunities and resources for people to learn, reviewed progress and feedback</li> <li>3. Record(s) of advice given</li> <li>4. Record(s) of presented information which includes selected learning techniques and methods, questions, clarification and advice</li> </ol> <p><b>Process Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Presentation(s) made</li> </ol>
Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	50
Assessment	10

<b>Unit Title:</b>	Recruit and plan the workforce in construction
<b>Unit Number:</b>	L/618/7112
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to recruit, select and keep colleagues	1.1 Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving
	1.2 Identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicating others to the relevant people for consideration
	1.3 Review, on a regular basis, the work required in your area of responsibility, identify any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience
	1.4 Identify and review the options for addressing any identified shortfalls and deciding on the best option to follow
	1.5 Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit
	1.6 Consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
	1.7 Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
	1.8 Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues
	1.9 Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective
	1.10 Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues
	1.11 Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
2 Understand how to recruit, select and keep colleagues	2.1 Explain how to talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving
	2.2 Describe how to identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicating others to the relevant people for consideration
	2.3 Examine how to review, on a regular basis, the work required in your area of responsibility, identify any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience
	2.4 Describe how to identify and review the options for addressing any identified shortfalls and decide on the best options to follow
	2.5 Explain how to consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit
	2.6 Explain how to consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
	2.7 Explain how to ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
	2.8 Explain how to seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues
	2.9 Explain how to participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective
	2.10 Explain how to make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues
	2.11 Explain how to make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues



<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
3 Be able to plan the workforce	3.1 Evaluate the organisation's strategic objectives and associated plans to obtain information needed for workforce planning purposes and identify any key issues for further consideration
	3.2 Identify the type of skills, knowledge, understanding and experience required to undertake current and planned organisational activities
	3.3 Review capacity and capability of the current workforce to meet identified skills, knowledge, understanding and experience requirements
	3.4 Seek and make use of specialist expertise to assist in workforce planning activities, as necessary
	3.5 Specify workforce requirements that are capable of achieving the organisation's objectives
	3.6 Make sure that the organisation has a diverse workforce which provides a suitable mix of people to achieve its objectives
	3.7 Develop plans that meet the organisation's long, medium, and short-term requirements, making best use of people from inside and from outside the organisation
	3.8 Ensure a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation
	3.9 Make sure that resources needed to recruit, keep and re-deploy people are available
	3.10 Make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain business continuity
	3.11 Communicate workforce plans to relevant people for information

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
4 Understand how to encourage people to learn and benefit from your experience	4.1 Evaluate the organisation's strategic objectives and associated plans to obtain information needed for workforce plan purposes and identify any key issues for further consideration
	4.2 Describe how to identify the type of skills, knowledge, understanding and experience required to undertake current and planned organisational activities
	4.3 Examine how to review capacity and capability of the current workforce to meet identified skills, knowledge, understanding and experience requirements
	4.4 Explain how to seek and make use of specialist expertise to assist in workforce plan activities, as necessary
	4.5 Evaluate how to specify workforce requirements that are capable of achieving the organisation's objectives
	4.6 Explain how to make sure that the organisation has a diverse workforce which provides a suitable mix of people to achieve its objectives
	4.7 Propose how to develop plans that meet the organisation's long, medium, and short-term requirements, making best use of people from inside and from outside the organisation
	4.8 Explain how to ensure a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation
	4.9 Explain how to make sure that resources needed to recruit, keep and re-deploy people are available
	4.10 Explain how to make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain business continuity
	4.11 Explain how to communicate workforce plans to relevant people for information

<b>Additional information about this unit</b>	
Unit purpose and aim(s)	This unit is about managing and evaluating organisational performance and work force planning. You will be able to demonstrate knowledge of the working culture and practices of the industry and how you can work within these practices to understand people's needs and motivations. You will have an active knowledge of the recruitment and retention of employees. You are required to operate processes for recruiting, selecting and keeping people to encourage the development of a diverse workforce. You will also need to offer development opportunities within the organisation.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSIO12 in Senior Site Inspection
Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	60
Assessment	10

<b>Unit Title:</b>	Evaluate and progress the resolution of potential disputes in construction
<b>Unit Number:</b>	R/618/7113
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to evaluate implications for the resolution of potential disputes	1.1 Summarise the type and nature of the dispute and its contractual implication
	1.2 Assess the strengths and weaknesses of the case and make a recommendation about the potential outcomes
	1.3 Identify what expertise and support will be needed at different stages of the dispute
	1.4 Assess the implications of proceeding with the case
	1.5 Identify potential options for settling the dispute which are based on relevant information and accurate assessments
	1.6 Recommend a process for settling the dispute which is likely to be most acceptable to all the people involved and which meets contractual requirements
	1.7 Specify, clearly, the process for settling the dispute which has been agreed and prepare a written response
	1.8 Advise against proceeding where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches
2 Understand how to evaluate implications for the resolution of potential disputes	2.1 Examine how to assess the strengths and weaknesses of the case
	2.2 Examine how to assess the strengths and weaknesses of the case and make a recommendation about the potential outcomes
	2.3 Describe how to identify what expertise and support will be needed at different stages of the dispute
	2.4 Describe how to identify potential options for settling the dispute which are based on relevant information and accurate assessments
	2.5 Evaluate how to recommend a process for settling the dispute which is likely to be most acceptable to all the people involved and which meets contractual requirements
	2.6 Evaluate how to specify, clearly, the process for settling the dispute which has been agreed and prepare a written response
	2.7 Propose how to advise against proceeding where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<b>3 Be able to evaluate information relevant to a potential dispute</b>	3.1 Identify and collate information, which is relevant to the dispute, within the time limits, identify potentially inaccurate information and clarify it with the people who produced it
	3.2 Obtain information about similar cases, identify key points and common features and produce an accurate summary
	3.3 Obtain enough additional information to make a valid evaluation in instances where the initial information is incomplete
	3.4 Evaluate all the information, which is relevant to the dispute, identify in writing information which will support the case and summarise and justify it in a reasoned argument
	3.5 Consult with relevant experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required
	3.6 Assess the arguments and the advice received from relevant experts, produce justifiable conclusions and recommendations for further action and pass them to the people involved in the dispute
	3.7 Disclose information which is relevant to the dispute only to those who have a right to see it
<b>4 Understand how to evaluate information relevant to a potential dispute</b>	4.1 Describe how to identify and collate information, which is relevant to the dispute, within the time limits, identify potentially inaccurate information and clarify it with the people who produced it
	4.2 Explain how to obtain information about similar cases, identify key points and common features and produce an accurate summary
	4.3 Explain how to obtain enough additional information to make a valid evaluation in instances where the information is incomplete
	4.4 Evaluate all the information, which is relevant to the dispute, identify in writing information which will support the case and summarise and justify it in a reasoned argument
	4.5 Explain how to consult with relevant experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required
	4.6 Examine how to assess the arguments and the advice received from relevant experts, produce justifiable conclusions and recommendations for further action and pass them to the people involved in the dispute
	4.7 Explain how to disclose information which is relevant to the dispute only to those who have a right to see it

Additional information about this unit	
Unit purpose and aim(s)	This unit is about assessing and recommending the options for settling disputes. It is also about identifying, obtaining and evaluating information relevant to the dispute including expert opinion and recommending further action.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSIO11 in Senior Site Inspection
Assessment requirements	<p>The following ranges apply: Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> <li>• Dispute - types: <ul style="list-style-type: none"> <li>○ construction</li> <li>○ contracts</li> <li>○ variations</li> <li>○ third party claims</li> </ul> </li> <li>• Options and processes for settling the dispute: <ul style="list-style-type: none"> <li>○ negotiation</li> <li>○ refer to higher levels of authority</li> </ul> </li> </ul> <p>Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> <li>• Information which is relevant to the dispute: <ul style="list-style-type: none"> <li>○ contract documents</li> <li>○ correspondence</li> <li>○ instructions</li> <li>○ contract records</li> <li>○ technical reports;</li> <li>○ other evidential material</li> </ul> </li> <li>• Dispute - type: <ul style="list-style-type: none"> <li>○ construction</li> <li>○ contracts</li> <li>○ variations</li> <li>○ third party claims</li> </ul> </li> <li>• Experts: <ul style="list-style-type: none"> <li>○ technical</li> <li>○ non-technical</li> </ul> </li> </ul> <p>Taken as a whole, the evidence must show that the Learner consistently meets all the assessment criteria, across the ranges for the Element.</p> <p><b>Performance Evidence:</b> There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.</p>

	<p><b>Learning Outcome 1</b>  <b>Product Evidence:</b> Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation: appropriate: types of contingencies; standards and quality specifications; relationship with people; type of interaction; communication methods and media; information and data.</p> <ol style="list-style-type: none"> <li>1. Assessment(s) of the type and nature of the dispute, the strengths and weaknesses of the case, the expert support needed and the implications of proceeding</li> <li>2. Record(s) of the assessments of options for settling dispute(s)</li> <li>3. Recommendations and specifications for the process of settling the dispute</li> </ol> <p><b>Process Evidence:</b> not applicable</p> <p><b>Learning Outcome 3</b>  <b>Product Evidence:</b> Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation: appropriate: types of contingencies; standards and quality specifications; relationship with people; type of interaction; communication methods and media; information and data.</p> <ol style="list-style-type: none"> <li>1. Summary (ies) of evaluation(s) of the information about the dispute which include clarifications and comparisons with similar cases</li> <li>2. Record(s) of recommendation(s) and assessments of the arguments and the advice received from relevant experts</li> </ol> <p><b>Process Evidence:</b> not applicable</p>
Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills’ Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p>

	Workplace evidence of skills cannot be simulated.
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	40
Assessment	10



<b>Unit Title:</b>	Monitor and solve customer service problems in construction
<b>Unit Number:</b>	Y/618/7114
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Be able to solve immediate customer service problems	1.1 Respond positively to customers' problems according to organisational guidelines
	1.2 Solve customer problems when it is within your own area of authority
	1.3 Work with others to solve customers' problems
	1.4 Keep customers informed of the action being taken
	1.5 Check with customers that they are satisfied with the action taken
	1.6 Solve problems within service systems and procedures that might affect customers before they become aware of them
	1.7 Inform the appropriate authority and colleagues of the steps taken to solve specific problems
2 Understand how to solve immediate customer service problems	2.1 Explain how to respond positively to customers' problems according to organisational guidelines
	2.2 Propose how to solve customer problems when it is within your own area of authority
	2.3 Explain how to work with others to solve customers' problems
	2.4 Explain how to keep customers informed of the action being taken
	2.5 Explain how to check with customers that they are satisfied with the action taken
	2.6 Propose how to solve problems within service systems and procedures that might affect customers before they become aware of them
	2.7 Explain how to inform the appropriate authority and colleagues of the steps taken to solve specific problems
3 Be able to identify repeated customer service problems and options for solving them	3.1 Identify repeated customer service problems
	3.2 Identify the options for dealing with repeated customer service problems and considering the advantages and disadvantages of each option
	3.3 Work with others to select the best option for solving a repeated customer service problem, balance customer expectations with the needs of your organisation

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
4 Understand how to identify repeated customer service problems and options for solving them	4.1 Describe how to identify repeated customer service problems
	4.2 Describe how to identify the options for deal with repeated customer service problems and consider the advantages and disadvantages of each option
	4.3 Explain how to work with others to select the best option for solving a repeated customer service problem, balance customer expectations with the needs of your organisation
	4.4 Propose how to negotiate with and reassure customers while their problems are being solved
5 Be able to take action to avoid the repetition of customer service problems	5.1 Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
	5.2 Action your agreed solution
	5.3 Keep your customers informed, in a positive and clear manner, of steps being taken to solve any service problems
	5.4 Monitor the changes which you have made and adjust them if appropriate
6 Understand how to take action to avoid the repetition of customer service problems	6.1 Explain how to obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
	6.2 Explain how to action your agreed solution
	6.3 Explain how to keep your customers informed, in a positive and clear manner, of steps being taken to solve any service problems
	6.4 Examine how to monitor the changes which you have made and adjust them if appropriate

<b>Additional information about this unit</b>	
Unit purpose and aim(s)	This unit is about maintaining customer satisfaction by solving problems with service systems and procedures before they become aware of them. It is also about working with others in identifying appropriate steps to deal with repeated problems that will satisfy both customer and organisational needs. It is about negotiating changes to customer service systems. It is about communicating any agreed changes to your customer and monitoring the situation to avoid further problems. Customers may be clients, contractors or end users according to circumstances.
Details of relationship between the unit and the relevant national occupational standards or other professional standards of curricula (if appropriate)	The unit sets out the competence and knowledge specification for COSSIO10 in Senior Site Inspection
Availability for use	Shared
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Unit guided learning hours	20
Assessment	10



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

[enquiries@proqualab.com](mailto:enquiries@proqualab.com)

Tel: +44 (0)1430 423822

ProQual AB Limited, ProQual House, Unit 1, Innovation Drive, Newport, HU15 2GX  
Company Registration Number: 07464445