Level 4 NVQ Diploma in Construction Site Supervision (Construction)

Qualification Specification

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Introduction

The ProQual Level 4 NVQ Diploma in Construction Site Supervision (Construction) qualification provides a nationally recognised qualification for those working as a site supervisor or assistant site manager in building and civil engineering, highways maintenance and repair, residential development, conservation or demolition.

The awarding body for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for the qualifications has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland. This qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is endorsed by the sector body for construction - CSkills. It provides a progression route to discipline related qualifications.

Qualification Profile
Level 4 NVQ Diploma in Construction Site Supervision (Construction)

Qualification title	**ProQual Level 4 NVQ Diploma in Construction Site Supervision (Construction)**
Ofqual qualification number	601/4397/6
Level	4
Total qualification time	1230 hours
Guided learning hours	390
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/9/14
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

Candidates must complete the SIX Mandatory units, plus the Mandatory/Optional units from one of the Pathways.

Mandatory Units – candidates must complete ALL units in this group for all Pathways		
Unit Reference Number	**Unit Title**	**Unit Level**
D/504/8544	Maintaining Systems for Health, Safety, Welfare and Environmental Protection in the Workplace	4
K/504/8546	Assessing and Recommending Work Methods for Carrying Out Site Operations in the Workplace	4
M/504/8547	Planning Activities and Resources to Meet Work Requirements in the Workplace	4
T/504/8548	Coordinating and Organising the Control of Work in the Workplace	4
A/504/8549	Controlling Work Progress Against Agreed Programmes in the Workplace	4
M/504/8550	Allocating and Monitoring the Use of Plant, Equipment or Machinery in the Workplace	4

Pathways – Candidates must complete the Mandatory/Optional units from ONE pathway:

Pathway 1:   Building and Civil Engineering

Pathway 2:   Highways and Maintenance Repair

Pathway 3:   Residential Development

Pathway 4:   Conservation

Pathway 5:   Demolition

Pathway 6:   Tunnelling

Pathway 1: Building and Civil Engineering

Mandatory units - candidates must complete ALL units		
Unit Reference Number	**Unit Title**	**Unit Level**
M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5
D/600/7518	Maintaining Supplies of Materials to Meet Project Requirements in the Workplace	3
Y/600/7520	Implementing Communication Systems for Construction Projects in the Workplace	3
D/600/7521	Maintaining the Dimensional Accuracy of Work in the Workplace	3
J/600/7531	Contributing to the Control of Work Quantities and Costs in the Workplace	3
H/600/7536	Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3
D/600/7552	Allocating Work and Checking People's Performance in the Workplace	5
T/504/8551	Controlling Work Against Agreed Standards in the Workplace	4

Pathway 2: Highways and Maintenance Repair

Mandatory Units – candidates must complete ALL units		
Unit Reference Number	**Unit Title**	**Unit Level**
D/600/7518	Maintaining Supplies of Materials to Meet Project Requirements in the Workplace	3
M/600/7538	Managing Personal Professional Development in the Workplace	3
M/600/7555	Planning Highways Maintenance or Repair Activities in the Workplace	6
T/600/7556	Supervising Highways Maintenance or Repair Activities in the Workplace	3
T/504/8551	Controlling Work Against Agreed Standards in the Workplace	4
A/504/8552	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4
Optional Units – candidates must complete TWO units		
Unit Reference Number	**Unit Title**	**Unit Level**
M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5
Y/600/7520	Implementing Communication Systems for Construction Projects in the Workplace	3
D/600/7521	Maintaining the Dimensional Accuracy of Work in the Workplace	3
J/600/7531	Contributing to the Control of Work Quantities and Costs in the Workplace	3
D/600/7552	Allocating Work and Checking People's Performance in the Workplace	5
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5
F/600/7558	Providing and Monitoring Construction-related Customer Service in the Workplace	5

Pathway 3: Residential Development

Mandatory units - candidates must complete ALL units		
Unit Reference Number	**Unit Title**	**Unit Level**
D/600/7518	Maintaining Supplies of Materials to Meet Project Requirements in the Workplace	3
Y/600/7520	Implementing Communication Systems for Construction Projects in the Workplace	3
D/600/7521	Maintaining the Dimensional Accuracy of Work in the Workplace	3
F/600/7558	Providing and Monitoring Construction-related Customer Service in the Workplace	5
T/504/8551	Controlling Work Against Agreed Standards in the Workplace	4
J/504/8554	Handing Over Property to Recipients Following Construction or Maintenance Related Activities in the Workplace	4
Optional Units – candidates must complete TWO units		
Unit Reference Number	**Unit Title**	**Unit Level**
M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5
J/600/7531	Contributing to the Control of Work Quantities and Costs in the Workplace	3
H/600/7539	Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3
M/600/7538	Managing Personal Professional Development in the Workplace	3
D/600/7552	Allocating Work and Checking People' Performance in the Workplace	5
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5
A/504/8552	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4

Pathway 4: Conservation

Mandatory Units - candidates must complete ALL units		
Unit Reference Number	**Unit Title**	**Unit Level**
D/600/7518	Maintaining Supplies of Materials to Meet Project Requirements in the Workplace	3
Y/600/7520	Implementing Communication Systems for Construction Projects in the Workplace	3
D/600/7521	Maintaining the Dimensional Accuracy of Work in the Workplace	3
J/600/7559	Planning Historical Conservation/Restoration Activities in the Workplace	6
A/600/7560	Supervising Historical Conservation/Restoration Activities in the Workplace	3
T/504/8551	Controlling Work Against Agreed Standards in the Workplace	4
Optional Units – candidates must complete TWO units		
Unit Reference Number	**Unit Title**	**Unit Level**
M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5
J/600/7531	Contributing to the Control of Work Quantities and Costs in the Workplace	3
H/600/7536	Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3
M/600/7538	Managing Personal Professional Development in the Workplace	3
D/600/7552	Allocating Work and Checking People's Performance in the Workplace	5
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5
F/600/7558	Providing and Monitoring Construction-related Customer Service in the Workplace	5
F/600/7561	Planning Demolition Activities in the Workplace	6
L/600/7563	Supervising Demolition Activities in the Workplace	3
A/504/8554	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4
J/504/8554	Handing Over Property to Recipients Following Construction or Maintenance Related Activities in the Workplace	4

Pathway 5: Demolition

Mandatory Units – candidates must complete ALL units		
Unit Reference Number	**Unit Title**	**Unit Level**
M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5
D/600/7552	Allocating Work and Checking People's Performance in the Workplace	5
F/600/7561	Planning Demolition Activities in the Workplace	6
L/600/7563	Supervising Demolition Activities in the Workplace	3
Optional Units – candidates must complete FOUR units		
Unit Reference Number	**Unit Title**	**Unit Level**
D/600/7518	Maintaining Supplies of Materials to Meet Project Requirements in the Workplace	3
Y/600/7520	Implementing Communication Systems for Construction Projects in the Workplace	3
D/600/7521	Maintaining the Dimensional Accuracy of Work in the Workplace	3
H/600/7536	Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3
M/600/7538	Managing Personal Professional Development in the Workplace	3
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5
T/504/8551	Controlling Work Against Agreed Standards in the Workplace	4
A/504/8552	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4
J/504/8554	Handing Over Property to Recipients Following Construction or Maintenance Related Activities in the Workplace	4

Pathway 6: Tunnelling

Mandatory Units - candidates must complete ALL units		
Unit Reference Number	**Unit Title**	**Unit Level**
M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5
D/600/7518	Maintaining Supplies of Materials to Meet Project Requirements in the Workplace	3
J/600/7531	Contributing to the Control of Work Quantities and Costs in the Workplace	3
D/600/7552	Allocating Work and Checking People's Performance in the Workplace	5
T/503/0132	Supervising Tunnelling Activities in the Workplace	3
T/504/8551	Controlling Work Against Agreed Standards in the Workplace	4
Optional Units - candidates must complete TWO units		
Unit Reference Number	**Unit Title**	**Unit Level**
Y/600/7520	Implementing Communication Systems for Construction Projects in the Workplace	3
D/600/7521	Maintaining the Dimensional Accuracy of Work in the Workplace	3
H/600/7536	Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3
M/600/7538	Managing Personal Professional Development in the Workplace	3
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5
A/504/8552	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4

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 related to Construction Site Supervision.

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 Skills Consolidated Assessment 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 16.

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 requirements for qualifications will be awarded:

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

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Claiming certificates

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

Unit certificates

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

Replacement certificates

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

Learning outcomes and Assessment Criteria
Unit D/504/8544
Maintaining Systems for Health, Safety, Welfare and Environmental Protection in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Encourage a culture of health, safety, welfare and environmental awareness	1.1	Develop initiatives which encourage a health, safety, welfare culture and consideration for the environment.
		1.2	Explain the various methods that can encourage a culture of health, safety, welfare and consideration for the environment.
2	Identify and recommend opportunities for improving health, safety and welfare for people on site or for specific operations.	2.1	Make recommendations following reviews that could improve health, safety or welfare on site or for specific operations.
		2.2	Explain how to identify opportunities that will improve health, safety and welfare for people on site or for specific operations.
		2.3	Describe the various methods to recommend improvements to health, safety and welfare systems.
3	Ensure the workforce and visitors to the site or specific operations are inducted and check the competence of those they are responsible for.	3.1	Implement a system of checks to ensure that the workforce and visitors are inducted.
		3.2	Explain the various methods of ensuring that the workforce and visitors to the site or specific operational area are inducted and give reasons why this is important.
		3.3	Carry out checks to ensure that workers they are responsible for are competent for the relative tasks.
		3.4	Explain the various methods of ensuring that workers they are responsible for are competent for the relative tasks and give reasons why this is important.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Maintain accurate and appropriate statutory notices and hazard warnings.	4.1	Ensure relevant statutory notices and hazard warnings and clear, legible and concise.
		4.2	Describe ways of maintaining statutory notices and hazard warnings.
5	Ensure the serviceability of health, safety, welfare and environmental protection equipment and resources in order to comply with current legislation.	5.1	Carry out maintenance checks on at least five of the following health, safety, welfare and environmental protection equipment and resources: – protective equipment – protective clothing – first aid facilities and arrangements – welfare facilities – storage and security of materials and equipment – accident and incident reporting systems – firefighting equipment – provision of health, safety and welfare.
		5.2	Explain the various methods of conducting and recording maintenance checks on health, safety, welfare and environmental protection equipment and resources that meet the project, organisational and statutory requirements.
6	Implement systems which meet organisational and statutory requirements for the identification of hazards and reduction of risks; reporting accidents and emergencies and preventing recurrence.	6.1	Develop and action a system that identifies hazards and reduces risk.
		6.2	Explain the various methods of implementing systems that meet organisational and statutory requirements and which identifies hazards and reduces risks.
		6.3	Explain the various methods of implementing systems that meets organisational and statutory requirements for reporting accidents and emergencies, and operates to prevent recurrence.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		6.4	Give reasons for implementing an effective system to identify hazards, reduce risks and report accidents.
7	Check health, safety, welfare and environmental protection systems regularly in accordance with organisational and statutory requirements.	7.1	Conduct regular checks to ensure compliance with the following organisational and statutory requirements: – construction specific health, safety, welfare and environmental legislation – recognised industry codes of practice – organisational procedures.
		7.2	Explain the methods of checking health, safety, welfare and environmental protection systems.
		7.3	Explain the methods of ensuring that health, safety, welfare and environmental protection complies with organisational and statutory requirements.
8	Identify and report any special site or operational conditions which do not comply with organisational and statutory requirements.	8.1	Review and evaluate sites or operations to identify special conditions and report conditions which do not comply with current legislation.
		8.2	Explain the methods of identifying and reporting special site conditions that do not meet organisational and statutory requirements.

Unit K/504/8546
Assessing and Recommending Work Methods for Carrying Out Site Operations in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify and use available project data to enable decisions on work methods to be made.	1.1 Assess at least four of the following project data on various projects: – conditions of contract – Bills of quantities or methods of measurement – specifications – drawings – health, safety and environmental plans – programmes – organisational requirements – instructions and variations.
	1.2 Take into account at least three of the following when assessing various work methods: – sequencing and integration of work operations – organisation of resources (people, plant, materials and finances) – established construction techniques – temporary works – prefabrication and standardisation – working conditions.
	1.3 Explain different methods of identifying project data.
	1.4 Explain the different ways of assessing project data for identifying work methods.
	1.5 Explain the factors that influence or define work methods.
2 Obtain more information from other sources where available project data is insufficient.	2.1 Obtain additional project information by consulting at least two of the following sources: – client, customer or their representative – sub-contractors – suppliers – regulatory authorities

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– technical literature
			– trade literature.
		2.2	Describe ways of obtaining additional information for project data from a variety of relevant sources.
		2.3	Give possible reasons why project data may be insufficient.
3	Evaluate work methods against relevant technical and project criteria.	3.1	Evaluate chosen work methods against at least seven of the following technical work criteria: – materials performance and availability – structural forms – occupancy – health, safety and welfare – fire protection – access – plant, equipment and people availability – transport logistics – environmental factors – waste management – seasonal weather conditions – sustainability – innovative materials, technologies and processes – site conditions.
		3.2	Describe typical criteria that determine work methods for routine types of projects.
		3.3	Explain different ways of evaluating work methods against a range of technical criteria and relevant project criteria.
4	Communicate work methods to decision makers.	4.1	Advise and recommend work methods to decision makers.
		4.2	Explain different ways of selecting appropriate work methods on relevant projects.
		4.3	Explain different ways that work methods can be recommended to decision makers.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Outline the different communication methods that could be used to recommend work methods.
5	Analyse and quantify the selected work method for its activity content.	5.1	Carry out an analysis of selected work methods on a range of projects which show checks on activity content against quantities of time, cost or resources.
		5.2	Explain different ways of analysing selected work methods for activity content.
		5.3	Explain ways of accurately quantifying selected work methods.
		5.4	Describe the implications of inaccurately analysing and quantifying selected work methods.
6	Ensure a method statement is prepared and approved prior to commencement of work.	6.1	Confirm and approve various method statements prior to relevant work taking place.
		6.2	Explain different ways that can ensure method statements have been sufficiently prepared.
		6.3	Explain the implications, factors and processes of approving method statements prior to commencing work.

Unit M/504/8547
Planning Activities and Resources to Meet Work Requirements in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Organise activities to make the most efficient use of the available resources.	1.1	Plan and implement work activities that efficiently use at least four of the following resources: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.
		1.2	Explain different possible ways of organising work activities that can make the best use of resources.
		1.3	Give reasons why work activities need to be organised to make the best use of resources.
		1.4	Explain the effects on work programmes and schedules if resources are not effectively organised.
2	Evaluate alternative methods, resources and systems to select the best solution to meet programmes and schedules.	2.1	Assess and identify a variety of effective solutions for alternative work methods, resources and systems to meet a range of programmes, operations and schedules.
		2.2	Explain the different ways of evaluating alternative resources, methods and systems to meet work programmes, operations and schedules.
		2.3	Explain the different methods of evaluating information in order to select best solutions to meet work programmes, operations and schedules.
3		3.1	Request and procure advice or clarification to determine required

Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Obtain clarification or advice from various sources where the resources needed are not available.

resources from at least three of the following:

– client, customer or their representative

– consultants

– lift planner

– project team

– practice research

– technical publications

– trade literature

– other team members.

3.2 Explain methods of selecting potential sources for clarification and advice for a range of work programmes.

3.3 Outline the types of information that could be gained from various information sources.

3.4 Explain the different methods of and reasons for obtaining clarification and advice when the resources needed are not available.

4 Analyse activities against project or operation data and the requirements of external factors.

4.1 Examine a range of work activities using a production study, works study production analysis against three of the following external factors:

– other related programmes

– supply lead times

– contingencies

– special working conditions

– statutory limitations

– site conditions

– availability of resources.

4.2 Explain how to identify resources and related information against project or operational data requirements.

4.3 Describe ways in which external factors can affect a programme, operation or schedule.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Explain the different methods of analysing work activities against project data, resources, related information and external factors.
		4.5	Describe the effects external factors can have on programmes and schedules.
		4.6	Explain the different methods of analysing work activities against resources and related information.
5	Update existing programmes and schedules of planned activities and suggest them to decision makers/persons responsible.	5.1	Carry out updating on at least two of the following programmes or schedule content: – bar charts – critical analysis – action lists – method statements.
		5.2	Inform decision makers/persons responsible of updates that should be made on works programmes and schedules.
		5.3	Explain different methods of updating existing programmes and schedules.
		5.4	Describe the possible effects on the project if programmes and schedules are not updated when factors change.
		5.5	Describe the ways and means of suggesting updates to existing programmes and schedules to decision makers.
6	Implement systems to monitor and record works against programmes and schedules, and use the results to improve future production and planning.	6.1	Monitor and record works being undertaken against given programmes and schedules following organisational procedures.
		6.2	Collect and analyse results of monitoring programmes against given programmes and schedules.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	6.3	Identify and record areas of future improvements to production and planning.
	6.4	Describe the different systems that could be available for monitoring work programmes and schedules.
	6.5	Describe different methods of implementing systems for monitoring and recording works against programmes and schedules.
	6.6	Give reasons why it is necessary to monitor and record the results of works against programmes and schedules.
	6.7	Explain the possible methods of reviewing recorded results of works against programmes and schedules to improve future production and planning.

Unit T/504/8548
Coordinating and Organising the Control of Work in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Assemble and review relevant information used in the preparation of project or operational plans and clarify unclear information.	1.1	Assess and evaluate three of the following information sources for clarity when organising the control of work: – surveys and reports – design – contractual – statutory consents – contractor's pre-planning information – health, safety and environmental plans – risk assessments and method statements – programmes – lift plans – competent people – sub-contractor arrangements and attendance.
		1.2	Describe different ways of procuring and assembling relevant information.
		1.3	Explain possible methods that can establish whether information is sufficiently clear to coordinate work control.
2	Communicate and agree programmes or operational plans, methods and attendance with the people doing the work.	2.1	Liaise and communicate with those undertaking relevant work on a variety of projects or operations.
		2.2	Gain approval with relevant people for programmes or operations, methods and attendance on specified projects.
		2.3	Explain ways of agreeing and communicating work programmes or operations, methods and attendance details with those doing the work.
		2.4	Describe ways of integrating construction or other working methods using programmes or operational plans that include methods and attendance.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Plan and obtain sufficient resources and attendance of the appropriate type which meets project or operational requirements and timescales.	3.1	Procure at least three of the following resources when planning and obtaining resources to meet project or operational requirements and timescales: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers
		3.2	Explain the ways, factors and methods of planning and obtaining suitable resources and attendance to ensure project or operational timescales and requirements are met.
		3.3	Describe the outcomes on projects or operations if sufficient resources are not procured on time or are unsuitable.
4	Organise and control sites (or specific operational areas) and resources to establish safe and tidy sites/areas, creating a positive image of the organisation and project.	4.1	Implement and coordinate work areas, activities and resources on relevant projects or on specific operational areas that allow sites or operational areas to be safe and tidy.
		4.2	Coordinate and improve site or specific operations to provide a positive image of projects and the relevant organisation.
		4.3	Explain different methods of organising and controlling typical resources.
		4.4	Explain how sites or work areas should be effectively controlled and organised to maintain and enhance site or operational safety and tidiness.
		4.5	Describe the factors and issues that must be taken into account to ensure sites or operational areas are safe and tidy for workers and other people.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Give reasons why project and organisational image is important and describe the possible effects of negative images on the company, project or operation.
5	Organise work activities and implement work measures that take into account appropriate factors and influences.	5.1	Coordinate work activities and maintain control whilst taking into account at least three of the following areas: – occupiers – near neighbours – public access – site conditions – environmental considerations – vehicular access (including air and waterborne craft) – security and trespass – public utilities – heritage status.
		5.2	Describe how to organise work activities that take into account relevant internal and external factors and influences.
		5.3	Outline the measures that need to be taken into account to deal with internal and external factors and influences and explain the outcomes and implications if this is not undertaken effectively.

Unit A/504/8549
Controlling Work Progress Against Agreed Programmes in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Implement systems to monitor and record progress of work against agreed programmes.	1.1	Monitor and record the progress of work by implementing at least three of the following systems: – visual inspections – resource records – site inspection reports – contractor's reports – certified payments – written, graphical and electronic recording of actual work against programmed work – site meetings – organisational reports – management reports – benchmarks – comparison with project requirements.
		1.2	Describe the ways and methods of implementing systems that monitor and record progress of works against agreed programmes.
		1.3	Explain why systems to monitor and record work progress are needed.
2	Identify any deviations from planned progress which has or may occur, that could disrupt programmes and schedules.	2.1	Establish at least three of the following types of deviations in comparison to relevant work programmes and schedules: – resource shortages – design problems and constraints – industrial disputes – lack of essential construction information – construction errors – weather conditions – site constraints – legal disputes or issues

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– social disputes or issues
			– health, safety and environmental issues.
		2.2	Explain different ways of identifying deviations from planned work progress.
		2.3	Describe how to identify deviations that may occur and could disrupt work programmes and schedules.
3	Investigate circumstances of any deviations thoroughly, and agree and implement appropriate corrective actions.	3.1	Identify the detail of circumstances leading to deviations in work programmes and/or schedules.
		3.2	Implement at least one of the following corrective actions following agreement with relevant people: – restore progress in accordance with agreed programmes – agree new completion dates – initiate contract claims – secure additional resources – alter planned work.
		3.3	Describe possible methods of investigating deviations from planned work progress.
		3.4	Explain how and why appropriate corrective actions need to be agreed.
		3.5	Explain how to implement appropriate corrective actions for deviations from planned progress.
4	Recommend options most likely to minimise increases in cost and time to help work progress, and pass onto the people responsible.	4.1	Identify a variety of work options which may minimise increases in cost and time.
		4.2	Propose identified work options to at least two of the following people responsible: – clients, customers or their representative – contractors

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– consultants
			– sub-contractors
			– suppliers
			– workforce
			– internal management.
		4.3	Explain possible options, and how to identify them, most likely to minimise increases in cost and time, and help work progress for typical projects.
		4.4	Explain different methods and factors of recommending identified options to people responsible.
5	Inform people responsible regularly about progress, changes to operational programmes and resource needs, and suggest decisions and actions that need to be taken.	5.1	Identify and communicate information on progress, changes to programmes, schedules and resource needs to the people responsible.
		5.2	Make recommendations on decisions and actions that should be taken to the people responsible in order to maintain planned work progress.
		5.3	Give reasons for, and explain how to keep responsible people regularly informed about work progress, changes to the operational programme and resource needs.
		5.4	Describe the methods of and reasons for recommending decisions and actions that need to be taken to the people responsible to maintain planned progress.
6	Identify improvements from feedback received and recommend to the people responsible.	6.1	Identify, from received feedback, possible improvements that could be made to work progress.
		6.2	Suggest improvements to the people responsible based on received feedback.
		6.3	Explain different methods and purposes of collecting, collating and analysing

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	feedback on work progress against agreed programmes.
	6.4 Describe how to identify possible improvements from the feedback received.
	6.5 Explain different ways of recommending identified improvements to the people responsible.

Unit M/504/8550
Allocating and Monitoring the Use of Plant, Equipment or Machinery in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Produce clear requests for plant, equipment or machinery which meets the needs of projects or operations.	1.1	Request at least four of the following types of plant, equipment or machinery as specified by plans or programme requirements: – static – mobile – accessories – consumables – health and safety equipment – specialised hand tools – standard plant, equipment or machinery – non-standard plant, equipment or machinery.
		1.2	Describe the types, formats and methods of producing requests for plant, equipment or machinery that will meet the needs of projects.
2	Ensure and record that plant, equipment or machinery meets operational and statutory requirements prior to use in the workplace and allocate to suitable operations.	2.1	Carry out checks and confirm that relevant plant, equipment or machinery meets operational and statutory requirements.
		2.2	Record, following organisational procedures, that plant, equipment or machinery meets operational and statutory requirements.
		2.3	Identify the requirements for relevant operations and assign appropriate plant, equipment or machinery for use.
		2.4	Explain the ways and methods of ensuring that plant, equipment or machinery meets operational and statutory requirements prior to use.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.5	Explain the factors that determine the allocation of plant, equipment or machinery for suitable operations.
		2.6	Describe the different ways and formats for recording checks on the suitability of plant, equipment or machinery.
3	Identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment.	3.1	Implement actions that protect the public, workforce, visitors and the environment using at least three of the following measures: – methods of work – risk assessment – safe use and storage of tools – safe use and storage of materials – traffic controlling (including air and waterborne craft) – emergency plans.
		3.2	Explain different ways of identifying hazards and assessing risks from plant, equipment or machinery operations.
		3.3	Describe methods of implementing measures that protect all people and the environment affected by on-site plant, equipment or machinery operations.
		3.4	Outline who may be affected by plant, equipment or machinery operations relevant to typical projects.
4	Keep records of the use of plant, equipment or machinery.	4.1	Complete and maintain records of plant, equipment or machinery use, which follow organisational requirements.
		4.2	Describe the types and ways of keeping records of plant, equipment or machinery operations.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Give reasons for the need to keep records on plant, equipment or machinery use.
5	Recommend alternative types of plant or equipment to decision makers where existing plant, machinery or equipment is deemed unsuitable for allocated operations.	5.1	Examine and analyse plant, equipment or machinery use and identify alternative types that will be suitable for the intended work.
		5.2	Provide suggestions to decision makers/responsible people for alternative types of plant, equipment or machinery.
		5.3	Explain the factors that determine when plant, equipment or machinery is unsuitable for intended operations and how to identify unsuitability.
		5.4	Describe methods and processes that can identify alternative plant, equipment or machinery for specific operations.
		5.5	Describe the ways of recommending alternative plant, equipment or machinery to decision makers/people responsible.
6	Issue instructions for the use of plant, equipment or machinery to operators and others directly involved.	6.1	Provide guidance to plant, equipment or machinery operators, and those directly involved with the operation, that follow statutory and manufacturer's requirements.
		6.2	Explain the formats, methods and timescales of issuing instructions and guidance to plant, equipment or machinery operators, and other directly involved.
7	Check and confirm that operators of plant, equipment or machinery are trained, certificated and authorised for the relevant type, and monitor for safe working.	7.1	Establish that operators of plant, equipment or machinery are able and authorised for the relevant types and operations.
		7.2	Check relevant plant operation activities to ensure they meet statutory and manufacturer's requirements.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
	7.3	Explain the methods and organisational procedures of checking and confirming abilities and authorisation of plant, equipment or machinery operators.
	7.4	Give reasons why plant, equipment or machinery operations should be monitored and describe effective methods on how this can be done.
8 Ensure the appropriate storage, servicing and maintenance of plant, equipment or machinery meets operational and statutory requirements	8.1	Arrange the storage, servicing and maintenance of plant, equipment or machinery.
	8.2	Carry out checks to ensure the storage, serviceability and maintenance of plant, equipment or machinery meet at least three of the following operational or statutory requirements: – health, safety and welfare of the workforce and others – operational efficiency – security of resources – obligations to third parties – regulatory authorities – contractual commitments.
	8.3	Explains different ways of ensuring, and why it is important, that plant, equipment or machinery is stored, serviced and maintained in accordance with operational and statutory requirements.
9 Inform decision makers/ people responsible when plant, equipment or machinery is no longer required.	9.1	Establish that relevant plant, equipment or machinery has completed the intended work and is no longer required.
	9.2	Notify decision makers/people responsible in writing that plant, equipment or machinery work has been completed.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	9.3 Describe the methods and techniques for informing decision makers/people responsible when plant, equipment or machinery is no longer required.
	9.4 Explain why decision makers/people responsible need to be informed that plant, equipment or machinery is no longer required.

Unit M/503/2915
Developing and Maintaining Good Occupational Working Relationships in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Develop, maintain and encourage working relationships to promote good will and trust.	1.1	Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.
		1.2	Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.
		1.3	Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.
		1.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1	Communicate on the following work activity information to relevant people following organisational procedures: – appropriate timescales – health and safety requirements – co-ordination of work procedures.
		2.2	Explain the different methods and techniques used to inform relevant people about work activities.
		2.3	Explain the effects of not informing relevant people with the expected level of urgency.
		2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: – colleagues – employers

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– customers
			– contractors
			– suppliers of products and services
			– other people affected by the work/project.
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.
		3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments.
		3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to:
			– progress
			– results
			– achievements
			– occupational problems
			– occupational opportunities
			– health and safety requirements
			– co-ordinated work.
4	Clarify proposals with relevant people and discuss alternative suggestions.	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.
		4.2	Explain the methods of clarifying alternative proposals with relevant people.
		4.3	Explain the methods of suggesting alternative proposals.
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.
		5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

Unit D/600/7518
Maintaining Supplies of Materials to Meet Project Requirements in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Supervise the storage and use of materials and components so that material handling and movement is efficient and wastage minimised.	1.1	Implement systems that allow the safe and efficient storage and usage of the following materials and components: – raw materials – manufactured materials – components – prefabricated systems
		1.2	Ensure that materials and components are handled and moved safely and efficiently, and that wastage is minimised.
		1.3	Explain possible methods and procedures for supervising storage area and facilities for material supplies to be effective for the project.
		1.4	Describe how to minimise material and component handling, movement and wastage.
2	Calculate and keep accurate records of deliveries and stock position and pass the information on to decision makers.	2.1	Maintain stock control records with calculations and pass onto decision makers using either manual or electronic means.
		2.2	Describe different methods and techniques for calculating and keeping accurate records of deliveries and stock position.
		2.3	Give reasons why accurate records of deliveries, calculations and stock position should be made, and the implications if this is not done.
3	Identify and record problems with supply, discuss the information with material suppliers and pass on to decision makers.	3.1	Establish and document at least four of the following problems with supply: – price – quantity – quality

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		– availability
		– schedule of delivery
		– life expectancy
		– storage and handling facilities
		– environmental issues
		– sustainability
		– health, safety and welfare issues
		– transportation
		– deterioration or damage
		– loss and theft
		– payment terms
		– cash flow
		– contract variations.
	3.2	Describe different possible ways of identifying problems with supplies.
	3.3	Explain methods and techniques of discussing material supply problems with suppliers.
	3.4	Describe ways of passing on information about supply problems to decision makers.
4 Check stock records regularly and calculate what replacement stock will be needed.	4.1	Examine stock record and calculations used to identify stock replacement.
	4.2	Explain and give examples of how to calculate stock turnover for a project.
	4.3	Describe how to check organisational stock records in order to calculate replacement stock.
5 Identify opportunities for improving the use of stock and stock turnover and recommend improvements to decision makers.	5.1	Make recommendations to decision makers that could improve the use of stock and stock turnover.
	5.2	Explain possible ways and means of identifying opportunities for improving the use of stock and stock turnover.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	5.3	Describe methods and techniques to recommend improvements to decision makers.

Unit Y/600/7520
Implementing Communication Systems for Construction Projects in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Implement organisational communication systems for projects.	1.1	Use organisational systems and comply with organisational requirements for communicating with, or for, at least four of the following: – site management – site or head office interface – contract administration – health, safety, welfare and environment – project team interfaces – sharing of project data – team working – clients, customers or their representatives.
		1.2	Describe different methods, factors to be considered and techniques for implementing organisational communication systems for typical projects.
2	Maintain methods of communication, reporting, recording and retrieving information between people and organisations, that may have an interest, appropriate to the needs of the project	2.1	Maintain communication systems that confirms reporting, recording and retrieval of information between at least three of the following people or organisations: – clients, customers or their representatives – consultants – contractors – sub-contractors – third parties – public utilities – emergency services – people working on site – statutory authorities.
		2.2	Explain methods that can maintain communication between interested

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			people and organisations on typical projects.
		2.3	Describe the various methods of reporting, recording and retrieving various forms of information methods for typical projects.
		2.4	Give reasons why methods of communication between interested people and organisations needs to be maintained.
3	Monitor organisational communication systems regularly for effectiveness.	3.1	Undertake regular checks to ensure organisational communication systems are effective.
		3.2	Describe different methods for monitoring organisational communication systems for effectiveness.
4	Identify and investigate breakdowns in communication and take action to restore effective communication.	4.1	Conduct investigations where breakdown in communication may have occurred using at least two of the following communication methods: – oral – written – graphic – electronic.
		4.2	Implement corrective actions on systems where breakdown of communication has occurred.
		4.3	Explain procedures and techniques used to monitor communication systems that can identify breakdowns in communication.
		4.4	Explain how to take corrective actions where typical project communication systems have broken down.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.5	Describe typical causes of communication breakdowns and ways to prevent re-occurrence.
5	Set up systems to record and provide feedback on ways in which communication can be improved.	5.1	Implement a feedback and recording system that allows improvements to communication systems to be suggested.
		5.2	Explain possible methods and techniques to collect feedback on communication systems.
		5.3	Describe how to use feedback to identify ways to improve communication.

Unit D/600/7521
Maintaining the Dimensional Accuracy of Work in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Ensure the workforce is provided with sufficient clear and accurate information to enable them to position, align and/or level the work or loads.	1.1 Establish and inform relevant workers of specific dimensional information on at least four of the following: – lines (can include the placing of loads) – levels (can include load levels) – angles (can include lifting accessory angles) – distances – curves – positions – setting out points – loads – centres of gravity.
	1.2 Explain methods and techniques of providing clear and accurate information on dimensional controls.
	1.3 Describe how to ensure that dimensional information is sufficient.
	1.4 Give reasons why it is important to provide clear information and implications for typical projects or operations if this is not done.
2 Observe and check dimensional controls and record results to meet quality standards.	2.1 Undertake and conduct checks on work being carried out and compare to the quality standards provided for projects or operations.
	2.2 Describe different ways of observing and checking dimensional controls on different projects or operations.
	2.3 Explain methods to record results and ways of comparing results against given quality standards.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Identify any deviations in positions, alignments or levels and take measures to promptly correct them.	3.1	Establish any deviations from given standards for at least one of the following: – transfer of lines and levels – use of incorrect lines and levels – calculations – given information.
		3.2	Undertake actions to rectify identified deviations on work being undertaken.
		3.3	Explain methods and techniques of identifying deviations in dimensional control on typical projects or operations.
		3.4	Give examples of and methods to correct dimensional deviations found on typical projects or operations.
4	Recommend revised work practices and procedures to minimise deviations and to allow for different circumstances and conditions.	4.1	Suggest revisions to work practices and procedures after considering at least one of the following circumstances and conditions: – environmental – unforeseen – planned.
		4.2	Explain the methods and procedures that can be used to revise work practices.
		4.3	Describe different ways and techniques of recommending revised procedures for work practices.
		4.4	Give reasons why work procedures should be revised when deviation are found.

Unit J/600/7531
Contributing to the Control of Work Quantities and Costs in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Implement appropriate works quantities and cost control systems able to provide early warnings of problems.	1.1	Apply one of the following works quantities and cost control systems on specified work activities: – contractual procedures and meetings – operational procedures and meetings – electronic recording.
		1.2	Describe various ways for implementing works quantities and cost control systems.
		1.3	Explain how to use organisational systems that can provide early warning of problems.
2	Regularly collect and record quantities and cost data, and pass on in time to people who need to use that data.	2.1	Document quantities and costs for specified work activities relating to at least three of the following areas: – materials – plant – people – sub-contractors – day works – programmes and schedules.
		2.2	Communicate quantities and cost data to relevant people and following organisational procedures.
		2.3	Explain methods for collecting and recording quantities and cost data.
		2.4	Describe methods and techniques for passing on quantities and cost data, to those needing to use the data, so it can be used in time.
		2.5	Give reasons why quantities and cost data needs to be collected and recorded.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Identify opportunities for cost savings and recommend findings to people responsible.	3.1	Investigate and analyse potential cost savings on given work activities relating to at least two of the following: – waste reduction – applications of new technologies and materials – energy and utility management – recyclable and recoverable materials – alternative sources and types of materials – variations in quality – standardisation – revenue generation.
		3.2	Communicate and suggest cost savings to the relevant people responsible.
		3.3	Explain ways of identifying opportunities for cost savings.
		3.4	Explain the methods and techniques for recommending cost saving opportunities to the people responsible.
4	Investigate variations and agree and implement appropriate corrective actions with the people responsible.	4.1	Examine relevant work activities to identify variations in quantities and costs.
		4.2	Put into place the following corrective measures, where variations have been found, following approval from the people responsible: – restoration of progress in accordance with agreed programmes – agreements on new completion dates – initiations on contract claims – securing of additional resources – alteration of planned works.
		4.3	Describe different ways of investigating variations in works quantities and costs.
		4.4	Explain methods and techniques for agreeing and implementing appropriate corrective actions with the people responsible.

Unit H/600/7536
Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Identify and use relevant information used to prepare the project or lift plans, clarify any unclear information and update for production or operational planning purposes.	1.1	Interpret and apply, for production or operational planning purposes, at least four of the following sources of information used in preparing project or lift plans: – survey reports – design documents – contractual documents – statutory consents – contractor's pre-planning information – health, safety and environmental plans – risk assessments and/or method statements – programmes – records about the competence of people – sub-contractor arrangements and attendance – safe systems of work.
		1.2	Seek clarification about unclear information and update project or lift plans as necessary to allow efficient production.
		1.3	Explain ways of identifying and using relevant information relevant to production or operational planning.
		1.4	Explain the possible methods and techniques for clarifying planning information that is not clear.
		1.5	Give reasons why information for production or operational planning should be updated, and describe ways that this can be done.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
2	Identify factors which may affect proposed works or operations, describe and summarise accurately and pass onto people who may be affected.	2.1	Investigate at least three of the following factors to identify whether they can affect proposed works or operations: – occupiers – near neighbours – public access – site conditions – environmental considerations – vehicular access – security and trespass – public utilities – heritage status.
		2.2	Inform people who may be affected, issues that are affecting work or operational programmes using a summarised method.
		2.3	Explain the methods and techniques of identifying factors that may affect work or operational programmes.
		2.4	Describe ways of accurately describing, summarising and communicating factors about the proposed works or operations to people who may be affected.
		2.5	Explain the consequences should factors that affect work or operational programmes not be described or summarised accurately.
3	Confirm access points for sites and works or operations which are safe and include works traffic and pedestrian segregation and minimise disruption.	3.1	Carry out consultations and identify safe access points and segregation areas for work's traffic and pedestrians for works or operations.
		3.2	Agree and confirm safe access and segregation points for works traffic and pedestrians that will maintain safety and minimise disruption for projects or operations.
		3.3	Explain different ways of identifying and establishing safe access points for works

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			traffic and pedestrians for various projects or operations.
		3.4	Explain methods of confirming and agreeing works traffic and pedestrian access and segregation points for various projects or operations.
		3.5	Give reasons for segregating works traffic and pedestrians and explain why disruption must be minimised for various types of projects or operations.
4	Confirm arrangements for adequate site safety, welfare and security before work or operations start, and whilst working on site.	4.1	Conduct checks and confirm arrangements for site safety, welfare and security before work starts.
		4.2	Conduct checks and confirm arrangements for site safety, welfare and security during work.
		4.3	Explain the different methods and techniques for confirming arrangements for site safety, welfare and security before work starts and whilst working on site.
5	Confirm available resources for projects or operations before work starts.	5.1	Carry out checks and verify at least four of the following are correct and available for relevant projects or operations: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.
		5.2	Explain the methods that can confirm that resources are available and correct for projects or operations.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
6	Implement the site or work area layout for operational purposes and pass on information about the plans to the people who will be working onsite.	6.1	Establish the layout of sites or work areas to effect operations and consider at least four of the following: – storage – temporary accommodation – work areas – plant – temporary services – access and egress – security – continuing use of occupiers – waste management – pollution control – provision for pre-fabricated components and systems – existing fabric.
		6.2	Communicate information about site or working area lay out plans to people who will be working on site or on operations.
		6.3	Explain ways of implementing site or working area layouts for operational purposes.
		6.4	Explain different ways of communicating site or working area plan information to those working on the site or on operations.
7	Implement the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised.	7.1	Implement systems that allow the safe and efficient storage and use of materials and components.
		7.2	Ensure that materials and components are handled and moved safely and efficiently, and that wastage is minimised.
		7.3	Explain possible methods and procedures for implementing effective storage areas and facilities for material supplies to be effective for various types of projects or operations.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		7.4	Describe how to minimise material and component handling, movement and wastage.
8	Place and maintain notices which provide accurate information about the works or operations and which conform to statutory and site requirements.	8.1	Position accurate notices about the work or operations that conform to statutory and site requirements.
		8.2	Maintain placed notices whilst ensuring that they are relevant to ongoing work programmes or operations.
		8.3	Describe placing positions for an applicable range of notices relevant to typical projects or operations.
		8.4	Explain methods that ensure relevant notices conform to statutory and site or operational requirements.
		8.5	Explain different ways of maintaining notices and possible outcomes should notices not be maintained regularly.
9	Ensure notice has been given to all people who will be affected by the work or operation, about when it starts, for how long it will take and when it finishes.	9.1	Inform people affected by project works or operations about when works or operations start, expected durations and planned finishing or completions dates.
		9.2	Explain methods and techniques on informing relevant people about time scales of the works.

Unit D/600/7552
Allocating Work and Checking People's Performance in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Confirm the programme or operations and schedules, identify priorities and critical activities, and plan how the work will be undertaken.	1.1	Identify and evaluate the priorities and critical activities in programmes or operations and schedules, and devise a plan on how the work will be undertaken.
		1.2	Explain how to identify priorities and critical activities.
		1.3	Explain methods of confirming programmes or operations and schedules.
		1.4	Describe how the planning of work can be undertaken.
2	Allocate work to team members, taking into account their current circumstances, and brief them on the quality standards or level expected.	2.1	Evaluate and assign work to team members and carry out briefings taking into account their: – skills – knowledge – experience – workload.
		2.2	Describe how to allocate work fairly to team members whilst taking into account their current circumstances.
		2.3	Explain the methods and techniques on briefing team members about quality of standards or levels expected.
3	Monitor the progress and quality of the work and provide prompt and constructive feedback.	3.1	Carry out checks on the progress and quality of work being undertaken against programmes or operations and schedules.
		3.2	Carry out checks on the quality of work being undertaken against quality standards.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Explain methods of checking the progress of work against programmes or operations, schedules and the work against quality standards.
		3.4	Provide feedback to team members on the progress of work and standards of quality.
4	Motivate team members to complete the work they have been allocated and provide, where requested and possible, any additional support and/or resources.	4.1	Review and supply additional support and/or resources where requested by team members.
		4.2	Explain the different ways of motivating team members to complete the allocated work.
		4.3	Explain ways of providing additional support to team members and ways of getting feedback on additional support from team members.
5	Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.	5.1	Evaluate poor or unacceptable performance for given work activities.
		5.2	Implement methods that can improve performance of team members. Describe the various methods of identifying poor or unacceptable performance.
		5.3	Explain ways of discussing the causes of poor performance with team members and how to get agreement on ways of improving performance.
6	Recognise successful completion of significant pieces of work or work activities by team/team members, and advise responsible people.	6.1	Demonstrate ways of recognising success and praising team members on successful completion of work.
		6.2	Advise responsible people on successful completion of work.
		6.3	Describe ways of recognising completion of significant pieces of work or work activities.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	6.4 Explain effective methods of advising responsible people of the team/team member's successes.

Unit T/504/8551
Controlling Work Against Agreed Standards in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Identify quality standards from available information and pass onto people responsible for their implementation before work starts.	1.1	Extract quality information from at least three of the following standards: – statutory requirements – British Standards – International Standards – Codes of Practice – organisational standards – trade advisory guidance and best practice – benchmarks and key performance indicators.
		1.2	Communicate to those responsible for their implementation, the required quality standards for intended work, prior to the commencement of work.
		1.3	Explain the different ways that quality standards can be identified.
		1.4	Explain procedures that can be used to ensure that people responsible receive appropriate information on quality standards prior to the commencement of work.
		1.5	Explain different ways of ensuring that people responsible implement appropriate quality standards before work.
		1.6	Outline the types of people responsible for providing, implementing, maintaining and agreeing quality standards.
2	Communicate the responsibilities that individuals have for maintaining quality.	2.1	Identify relevant individuals responsible for maintaining quality standards for relevant work.
		2.2	Inform relevant individuals of their responsibilities in maintaining quality standards.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.3	Describe methods and techniques of communicating individual responsibilities for maintaining quality standards.
3	Implement systems to inspect and control the quality of work and record the outcomes.	3.1	Follow organisational systems for examining work by undertaking at least six of the following systems: – visual inspections – checks with design requirements – checks with standard documentation – checks with manufacturer's documentation – checks with delivery notes – sampling and mock-ups – testing – site inspection reports – contractor's reports – site meetings – dimensional checks – handover checks.
		3.2	Document findings of inspections following organisational procedures and compare with agreed quality standards for the work.
		3.3	Explain different ways of implementing systems that control the quality of work.
		3.4	Explain typical methods of checking the quality of work against agreed quality standards.
		3.5	Outline different ways of recording findings obtained from quality inspections.
		3.6	Give reasons for implementing systems that control and record the quality of work.
4	Check regularly that work conforms to the design requirements and the specified quality standards.	4.1	Undertake regular checks to ensure work conforms to the design requirements and agreed quality standards.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Describe the different methods of checking that work conforms to the design requirements and specified quality standards.
5	Identify work which fails the requirements and specified quality standards and ensure corrective action is taken.	5.1	Apply corrective actions to faults relating to least one of the following areas: – materials and components and their use – methods of construction.
		5.2	Explain the techniques that allows work which fails to meet the requirements and quality standards to be identified.
		5.3	Describe measures that should be taken to ensure corrective actions are taken when work which does not meet the standards are identified.
6	Inform decision makers regularly about significant variations in quality standards, programme and safety implications, and suggest improvements.	6.1	Communicate with decision makers on issues with quality standards, programme and safety implications.
		6.2	Identify and propose solutions to enable work to meet agreed quality standards, programme and safety requirements.
		6.3	Explain when and how decision makers should be informed about significant variations in quality standards, programmes and possible safety implications.
		6.4	Describe techniques and methods of suggesting improvements to decision makers.
7	Identify improvements from feedback received and recommend them to people responsible.	7.1	Implement systems that allow feedback on the quality of work being undertaken and identify solutions that can be made.
		7.2	Communicate suggestions of improvements that can be made on relevant work to at least two of the following people:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	– clients, customers or their representatives
	– contractors
	– consultants
	– sub-contractors
	– suppliers
	– workforce
	– internal management.
	7.3 Explain how improvements in quality can be identified and how to make recommendations for improvements in quality to the people responsible.

Unit M/600/7538
Managing Personal Professional Development in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Evaluate the current and future skills and knowledge requirements of their work role, whilst taking account of the organisation's objectives.	1.1	Analyse the current and future skills and knowledge requirements of their work roles.
		1.2	Consider their work role skills and knowledge requirements and taking into account the organisation's objectives.
		1.3	Describe factors that can identify current and future skills and knowledge requirements.
		1.4	Explain methods for evaluating the individual work roles for current and future skills and knowledge development for their work role.
		1.5	Explain how to take into account the organisation's objectives when evaluating current and future skills and knowledge requirements.
2	Identify development needs between current and future skills and knowledge requirements of their work role and discuss them with the people responsible to assist in the completion of a development plan.	2.1	Undertake discussions with people responsible to identify individual future skills and knowledge development needs that will meet organisational requirements.
		2.2	Produce and complete a work development plan that ensures skills and knowledge gaps are minimised and meet future organisational requirements.
		2.3	Explain possible ways that current and future skills and knowledge needs can be developed.
		2.4	Describe the methods and techniques that can be used to discuss skills and knowledge development needs with

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			people responsible when constructing a development plan.
		2.5	Outline the types of people who should be consulted when drawing up a development plan.
		2.6	Explain the processes and methods of constructing and completing a development plan.
3	Undertake activities to meet current and future skills and knowledge requirements identified in a development plan, and evaluate the contribution of the activities to their performance.	3.1	Carry out a range of given work activities in accordance with the specified job role that follows their individual development plan.
		3.2	Assess the contribution made by a range of completed work activities to their development performance.
		3.3	Explain the methods, processes and/or techniques of evaluating the contribution of their performance of activities undertaken to meet current and future skill and knowledge requirements.
4	Obtain and accept feedback from people able to provide objective and valid comments about their performance.	4.1	Identify and seek, and/or agree the people who are able to provide feedback on their individual work performance.
		4.2	Discuss work performance with appropriate people, and agree and record individual skill and knowledge performance based on objective, valid feedback.
		4.3	Explain considerations and method of identifying people responsible who are able to provide objective, valid feedback to their work performance.
		4.4	Describe the techniques and methods of accepting, agreeing and recording feedback on work skills and knowledge performance.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Ensure that their performance consistently meets or exceeds agreed requirements.	5.1	Assess their work performance against given requirements.
		5.2	Analyse their work performance against their individual development plan.
		5.3	Explain how the requirements for consistent performance with the people responsible can be agreed.
		5.4	Describe ways that can ensure that their work performance can consistently meet or exceed agreed requirements.

Unit M/600/7555
Planning Highways Maintenance or Repair Activities in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Confirm the work requirements of planning highway maintenance or repair activities.	1.1 Identify and establish at least two of the following maintenance activities and at least five of the following repair activities on at least one of the following highways: Maintenance: – scheduled and preventative – unscheduled and corrective – emergency. Repair: – structure – surface – materials – markings – fittings – power and light – drainage – telecommunications – special services and equipment – landscaping – traffic controls – fencing. Highways: – dual carriageway – single carriageway – carriageway with footway – motorway – cycle way – carriageway with hard shoulder.
	1.2 Explain how work requirements for highways and its maintenance or repair can be confirmed.
	1.3 Explain who needs to be consulted when confirming work requirements for highways maintenance or repair.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
2	Identify and review influencing factors and guidance material about the work environment.	2.1	Consider at least three of the following influencing factors when planning highway maintenance or repair activities: – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations – weather conditions.
		2.2	Examine at least two of the following guidance materials when planning highway maintenance or repair activities: – owner's manuals – log books – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance.
		2.3	Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning highway maintenance or repair activities.
3	Prioritise maintenance activities by assessing and accounting for all the influencing factors.	3.1	Prioritise maintenance or repair activities whilst considering influencing factors.
		3.2	Describe the types of maintenance activity that are applied to highways.
		3.3	Explain methods that can assess and account for influencing factors when planning maintenance and repair activities.
		3.4	Explain the factors that need to be taken into account when prioritising maintenance activities.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.	4.1	Review and update pre-determined maintenance or repair priorities by taking into account of at least four of the following changing circumstances: – susceptibility to damage – safety requirements – need to inhibit, and respond to deterioration – compromised operational effectiveness – weather conditions – use or change of use – current legislation – resources – security threats.
		4.2	Explain methods that allow priorities to be amended when influencing factors have been taken into account.
		4.3	Explain how changing circumstances can be accounted for when planning maintenance and repair activities.
5	Prepare plans or schedules of maintenance activities and negotiate and agree them with decision makers.	5.1	Identify, analyse and produce plans or schedules for at least three of the following maintenance or repair activities: – regular programmes – tendered works – responsive works – cost estimated works – winter maintenance – traffic maintenance (signing, lighting and guarding).
		5.2	Explain how plans and schedules can be prepared for maintenance activities.
		5.3	Explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

Unit T/600/7556
Supervising Highways Maintenance or Repair Activities in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Carry out programmed maintenance or repair which will minimise disruption and maintain optimum performance.	1.1 Undertake supervision duties for at least two of the following maintenance activities and at least five of the following repair activities for at least one of the following highways: Maintenance: – scheduled and preventative – unscheduled and corrective – emergency. Repair: – structure – surface – materials – markings – fittings – power and light – drainage – telecommunications – special services and equipment – landscaping – traffic controls – fencing. Highways: – dual carriageway – single carriageway – carriageway with footway – motorway – cycle way – carriageway with hard shoulder.
	1.2 Explain how programmed highway maintenance or repair should be supervised and carried out.
	1.3 Explain how disruption to the works and general public can be minimised during maintenance or repair activities on highways.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		1.4	Describe different methods that can optimise work performance during maintenance or repair activities on highways.
2	Observe current legislation and official guidance appropriate to the work environment.	2.1	Protect the workforce, the general public, visitors and the environment by the applying information from at least three of the following: – methods of work – risk assessment – safe use and storage of tools and materials – traffic management – emergency plans.
		2.2	List and describe the current legislation and official guidance that applies directly to maintenance or repair activities on highways.
3	Identify and assess faults and problems, and recommend and implement corrective action which conforms to safe working methods and practices.	3.1	Observe and evaluate preparation and work activities against given requirements and methods of work to identify highway maintenance faults and problems.
		3.2	Apply corrective actions that follow safe working methods and practices to least three of the following highway maintenance faults and problems: – limitations of design choices – manufacturing and construction errors – installation errors – incorrect use – incorrect maintenance.
		3.3	Describe types of common faults and problems that can occur on highways
		3.4	Explain methods that can be used to identify potential faults and problems with highways
		3.5	Explain techniques and methods that allow recommendations to be made and corrective actions applied on identified highway faults and problems.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.6	Explain how and why safe working methods and practices must be conformed to when implementing corrective actions for faults and problems with highways.
4	Update maintenance recording systems, implement them and monitor their use.	4.1	Amend maintenance recording systems whilst following organisational procedures for at least one of the following highway maintenance activities: – regular programmes – tendered works – responsive works – winter maintenance – traffic maintenance (signing, lighting, guarding) – lump sum or fixed price.
		4.2	Describe the types and formats of highway maintenance record systems.
		4.3	Explain how maintenance record systems are updated and why they need to be updated.
5	Conduct pre-work checks to meet statutory requirements and maintain performance using safe working methods and practices.	5.1	Carry out inspections on at least one of the following during preparation work for highway maintenance or repair: – condition – performance – health and safety.
		5.2	Explain the procedures that can apply when conducting pre-work checks to ensure compliance with statutory requirements.
		5.3	Explain how performance can be maintained and how safe working practices are applied whilst conducting inspections on highways.
6	Keep accurate records of work progress checks, faults, problems, corrective action and quantities involved.	6.1	Implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved.
		6.2	Explain the methods that can be used to keep accurate records of work progress which can

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		detail faults and problems, corrective actions and quantities of resources involved.
	6.3	Give reasons why accurate records should be kept.
7 Identify, assess and maintain the necessary resources for maintenance activities.	7.1	Select and/or acquire and maintain at least two of the following resources for at least two of the following activities: Resources – people – plant, equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utility providers. Maintenance activities – regular programmes – tendered works – responsive works – winter maintenance – traffic management (signing, lighting, guarding) – lump sum or fixed price.
	7.2	Explain different ways that the necessary resources for highway maintenance or repair activities can be identified.
	7.3	Explain how resources can be assessed for quality and how to maintain necessary resources for highway maintenance or repair activities.

Unit A/504/8552
Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Promote the benefits of learning by giving fair, regular and useful feedback on their team's work performance.	1.1	Analyse individual and collective work performances of team members on various activities.
		1.2	Regularly provide feedback on individual and collective work performances that is fair and encourages an individuals' learning within their team.
		1.3	Provide their team members with collective and individual reasons that promote the benefits of continual learning.
		1.4	Describe the different techniques that can be used to promote benefits of learning to individuals and groups.
		1.5	Explain the procedures and methods that should be used to give fair, regular and useful feedback to teams and individuals.
2	Work with their team to identify and prioritise learning needs and identify and obtain information on a range of possible learning activities.	2.1	Plan and communicate with individual team members to determine their immediate learning requirements for relevant work activities.
		2.2	Obtain learning information for individual team members based on at least two of the following learning activities: – formal – informal – coached – mentored – vocationally qualifying – continuous professional development – professional membership.
		2.3	Explain the methods and techniques of working effectively with teams and

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			individuals in order to identify and prioritise learning needs.
		2.4	Outline possible ways of obtaining information from a range of learning activities.
3	Discuss development needs with team members.	3.1	Meet with and identify development needs for team members based on the following areas: – current skills and knowledge – learning activities undertaken – learning objectives to be achieved – resource requirements for development – timescales.
		3.2	Explain methods and techniques of discussing and agree development needs with team members.
4	Support team members in undertaking learning activities by making efforts to remove any obstacles to learning.	4.1	Provide relevant assistance and support to individuals and the team when learning or updating skills and knowledge.
		4.2	Identify any relevant obstacles to an individual's learning and take actions to remove them.
		4.3	Explain procedures that could be implemented to allow support and assistance for team members who are undertaking learning activities.
		4.4	Describe the types and ways of identifying obstacles to learning for both individuals and teams.
		4.5	Explain how obstacles to learning for individuals and teams can be removed.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Evaluate the learning activity undertaken with team members to ensure the desired outcomes have been achieved.	5.1	Appraise learning activities undertaken by individuals and the team on completion of learning programmes.
		5.2	Map the learning outcomes from completed learning programmes against team individual's pre-identified learning needs.
		5.3	Explain how to plan and implement evaluations on learning activities undertaken by team members.
		5.4	Describe methods that can measure desired outcomes from learning activities, and ways to ensure that they have been achieved.
6	Update development plans with team members.	6.1	Review team member's individual development plans and amend the plans following completed learning activities and/or identified learning needs.
		6.2	Explain the procedures that are or can be used to update development plans with team members.

Unit K/600/7554
Contributing to the Identification of Work Teams in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Identify any significant factors which will affect the number, type and availability of people and services.	1.1	Examine and analyse project requirements and consider at least three of the following significant factors: – location – cost – time – skills, experience and knowledge required and available – training and development requirements – current legislation.
		1.2	Explain methods that can identify significant factors that can affect numbers, types and availability of people or services for typical projects.
2	Evaluate and record the quality and potential reliability of people or services, and circulate the results to decision-makers.	2.1	Undertake a selection, assessment and recording process on at least two of the following people or services to check that their work quality and reliability meets organisational requirements: – technical staff – sub-contractors – specialist services – operatives.
		2.2	Inform decision makers of the outcomes of quality and reliability checks made on relevant people or services.
		2.3	Describe methods that can evaluate and record the quality and potential reliability of people or services.
		2.4	Explain typical ways and techniques of circulating results from evaluations of quality and potential reliability to decision-makers.
3		3.1	Consult people or service providers selected as meeting programme requirements, and agree

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	Negotiate and agree proposals which are likely to produce effective teams.		proposals for their effective participation with relevant projects.
		3.2	Confirm team members on relevant projects with selected people or service providers.
		3.3	Explain factors that allow proposals to be made for team membership from selected people or service providers.
		3.4	Explain negotiation methods that can be used to get appropriate people or services for given teams.
4	Follow rules and formalities for obtaining people and services.	4.1	Identify and apply at least two of the following rules and formalities when identifying team members for relevant programmes of work: – contractual – current legislation – codes of practice – organisational procedures – certification of competence.
		4.2	Explain how to work within current rules and formalities governing the identification of work teams.
		4.3	Give reasons on why they must work within current rules and formalities when identifying teams.

Unit F/600/7558
Providing and Monitoring Construction-related Customer Service in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Identify and use current legislation and official guidance to implement systems or procedures that will deliver and improve customer service.	1.1	Apply at least four of the following to customer service systems or procedures: – current legislation – official guidance – organisational procedures – specifications – drawing – instructions and variations – feedback processes.
		1.2	Seek ways of improving customer service whilst implementing customer service systems and procedures.
		1.3	Describe ways that current legislation and official guidance relevant to customer service can be identified.
		1.4	Explain how identified information can be used for implementing customer service systems or procedures.
		1.5	Explain methods that can effectively deliver and improve customer service.
2	Prepare to deal with customers in order to give consistent and reliable service.	2.1	Examine current customer procedures and systems to identify if they provide consistent customer service.
		2.2	Implement and use systems or procedures that will provide reliable and consistent service that promotes customer's confidence.
		2.3	Explain methods that can provide consistent levels of customer service.
		2.4	Explain how systems or procedures can be used effectively to provide a reliable level of customer service.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Work with others to resolve customer problems, communicate with customers and check that they are satisfied with the actions taken.	3.1	Identify and find solutions to construction-based customer problems.
		3.2	Communicate with customers whilst resolving problems using at least two of the following mediums: – electronic – verbal – written – via a second person – feedback documents – group meetings.
		3.3	Undertake at least two of the following actions that will ensure that customers are satisfied that problems are or will be solved: – corrective – referral – investigative – reactive – proactive.
		3.4	Explain how best to work with others which can resolve customer service problems.
		3.5	Describe different methods and techniques of communicating and dealing with customers.
		3.6	Explain what checks can be undertaken to ensure that customers are satisfied with actions taken.
4	Solve problems within existing systems or procedures that may affect customers before the customer becomes aware of them.	4.1	Investigate and/or collate information on current customer procedures and systems to identify potential or repeat customer service problems.
		4.2	Apply rectification measures to procedures and systems to eliminate or reduce identified potential customer problems.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
	4.3	Describe ways that problems can be identified within existing systems or procedures that may affect customers.
	4.4	Explain how and why problems in systems or procedures should be solved before customers become aware of them.
5 Confirm that the service given meets the customer's needs and expectations.	5.1	Identify the level of service expected by construction-related customers.
	5.2	Communicate with customers to check that service given has met their needs and expectations.
	5.3	Explain ways of checking that customers are satisfied with the given level of service.
6 Inform the people responsible about changes to customer service systems or procedures that will reduce the chance of problems being repeated.	6.1	Identify repeat problems in customer service, and amend customer service systems or procedures to minimise chances of problems being repeated.
	6.2	Communicate with at least two of the following people responsible to inform them that systems or procedures have been amended: – the client, the customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – internal management.
	6.3	Explain the measures that could be taken to identify repeat problems with customer service.
	6.4	Explain methods that allow changes to customer service systems or procedures

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		which can reduce the chance of problems being repeated.
	6.5	Describe how to effectively inform people responsible about amendments to systems or procedures.
7 Share information with people responsible to maintain and improve standards of service delivery.	7.1	Inform and/or pass collated information that will maintain and improve standards of service delivery.
	7.2	Describe ways that standards of service delivery can be maintained and improved.
	7.3	Explain how information with people responsible could be effectively shared in order to maintain and improve standards of service delivery.

Unit J/504/8554
Handing Over Property to Recipients Following Construction or Maintenance Related Activities in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Negotiate and confirm procedures and time for handing over the property.	1.1	Consult with the people responsible for the implementation and time of the hand over to recipients for property.
		1.2	Confirm the procedures that need to be followed when handing over property to recipients.
		1.3	Outline the types of recipients that handovers of properties would be undertaken with.
		1.4	Explain methods that allow hand over procedures to be negotiated and confirmed with people responsible.
		1.5	Describe the techniques for negotiating and agreeing hand over times.
		1.6	Give reasons why agreed hand over procedures should be followed and explain possible consequences should this not happen.
2	Analyse completed work against property specifications, identify and record any discrepancies.	2.1	Inspect the finished work on properties and compare against the property work specifications.
		2.2	Note discrepancies that are evident between the work specifications and the finished work.
		2.3	List the types of construction-related work that may be undertaken on properties where hand over procedures can occur.
		2.4	Explain methods that allow the analysing of property specifications in order to compare details with completed tasks or work.
		2.5	Explain ways that properties can be checked against the specifications and outline the formats that results could be recorded in.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.6	Outline the types of discrepancies that could occur between specifications and completed work or tasks.
		2.7	Describe ways that discrepancies between property specifications and completed tasks or work could be identified.
3	Take appropriate action to resolve any problems that emerge from an inspection of the property.	3.1	Implement actions needed to resolve problems identified during property inspections prior to handover.
		3.2	Describe the types of problems that could be evident when inspecting properties following completed work or tasks.
		3.3	Explain how properties can be inspected to ensure work or tasks are complete prior to handover.
		3.4	Explain possible actions that can or should be taken to resolve problems that may be identified during property inspections prior to handover.
4	Ensure the property is clean and tidy and all redundant materials are removed.	4.1	Inspect properties to ascertain cleanliness and tidiness prior to the handover.
		4.2	Implement actions where necessary to ensure properties are clean, tidy and free of redundant materials.
		4.3	Explain procedures that can be used to ensure that properties are clean and tidy, redundant materials are removed, and that problems are resolved before hand over.
		4.4	Give reasons why properties must be clean, tidy and redundant materials removed before handover, and explain possible consequences should properties not be in agreed states of cleanliness.
5	Observe current legislation and official guidance appropriate to the work environment.	5.1	Protect the workforce, the general public, visitors and the environment by applying information from at least three of the following:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– methods of work
			– risk assessment
			– safe use and storage of tools
			– safe use and storage of materials
			– traffic management
			– emergency plans.
		5.2	Explain what current legislation and official guidance applies directly to the handing over of property.
6	Provide the recipient with all relevant documents, materials, information and keys or access media.	6.1	Collate and prepare all relevant documentation, materials, information, keys or access media relevant to the properties being handed over.
		6.2	Hand over all relevant information and equipment for the relevant property.
		6.3	Describe the types of information that should be provided when handing over properties following construction or maintenance related work.
		6.4	Explain how to ensure that relevant information for properties is available for the recipient.
		6.5	Explain methods and formats that requisite documents, materials, information and access media can be provided to the recipient on hand over.
7	Advise the recipient of the procedure for contacting the appropriate people in the event of any problems.	7.1	Provide the recipient with requisite contact and procedural information relating to subsequent problems that may arise following hand over.
		7.2	Explain methods and formats that relevant information relating to contacts and problems can be provided to the recipient following hand over.

Unit H/600/7536
Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Identify and use relevant information used to prepare the project or lift plans, clarify any unclear information and update for production or operational planning purposes.	1.1	Interpret and apply, for production or operational planning purposes, at least four of the following sources of information used in preparing project or lift plans: – survey reports – design documents – contractual documents – statutory consents – contractor's pre-planning information – health, safety and environmental plans – risk assessments and/or method statements – programmes – records about the competence of people – sub-contractor arrangements and attendance – safe systems of work.
		1.2	Seek clarification about unclear information and update project or lift plans as necessary to allow efficient production.
		1.3	Explain ways of identifying and using relevant information relevant to production or operational planning.
		1.4	Explain the possible methods and techniques for clarifying planning information that is not clear.
		1.5	Give reasons why information for production or operational planning should be updated, and describe ways that this can be done.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
2	Identify factors which may affect proposed works or operations, describe and summarise accurately and pass onto people who may be affected.	2.1	Investigate at least three of the following factors to identify whether they can affect proposed works or operations: – occupiers – near neighbours – public access – site conditions – environmental considerations – vehicular access – security and trespass – public utilities – heritage status.
		2.2	Inform people who may be affected, issues that are affecting work or operational programmes using a summarised method.
		2.3	Explain the methods and techniques of identifying factors that may affect work or operational programmes.
		2.4	Describe ways of accurately describing, summarising and communicating factors about the proposed works or operations to people who may be affected.
		2.5	Explain the consequences should factors that affect work or operational programmes not be described or summarised accurately.
3	Confirm access points for sites and works or operations which are safe and include works traffic and pedestrian segregation and minimise disruption.	3.1	Carry out consultations and identify safe access points and segregation areas for work's traffic and pedestrians for works or operations.
		3.2	Agree and confirm safe access and segregation points for works traffic and pedestrians that will maintain safety and minimise disruption for projects or operations.
		3.3	Explain different ways of identifying and establishing safe access points for works

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			traffic and pedestrians for various projects or operations.
		3.4	Explain methods of confirming and agreeing works traffic and pedestrian access and segregation points for various projects or operations.
		3.5	Give reasons for segregating works traffic and pedestrians and explain why disruption must be minimised for various types of projects or operations.
4	Confirm arrangements for adequate site safety, welfare and security before work or operations start, and whilst working on site.	4.1	Conduct checks and confirm arrangements for site safety, welfare and security before work starts.
		4.2	Conduct checks and confirm arrangements for site safety, welfare and security during work.
		4.3	Explain the different methods and techniques for confirming arrangements for site safety, welfare and security before work starts and whilst working on site.
5	Confirm available resources for projects or operations before work starts.	5.1	Carry out checks and verify at least four of the following are correct and available for relevant projects or operations: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.
		5.2	Explain the methods that can confirm that resources are available and correct for projects or operations.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
6	Implement the site or work area layout for operational purposes and pass on information about the plans to the people who will be working onsite.	6.1	Establish the layout of sites or work areas to effect operations and consider at least four of the following: – storage – temporary accommodation – work areas – plant – temporary services – access and egress – security – continuing use of occupiers – waste management – pollution control – provision for pre-fabricated components and systems – existing fabric.
		6.2	Communicate information about site or working area lay out plans to people who will be working on site or on operations.
		6.3	Explain ways of implementing site or working area layouts for operational purposes.
		6.4	Explain different ways of communicating site or working area plan information to those working on the site or on operations.
7	Implement the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised.	7.1	Implement systems that allow the safe and efficient storage and use of materials and components.
		7.2	Ensure that materials and components are handled and moved safely and efficiently, and that wastage is minimised.
		7.3	Explain possible methods and procedures for implementing effective storage areas and facilities for material supplies to be effective for various types of projects or operations.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		7.4	Describe how to minimise material and component handling, movement and wastage.
8	Place and maintain notices which provide accurate information about the works or operations and which conform to statutory and site requirements.	8.1	Position accurate notices about the work or operations that conform to statutory and site requirements.
		8.2	Maintain placed notices whilst ensuring that they are relevant to ongoing work programmes or operations.
		8.3	Describe placing positions for an applicable range of notices relevant to typical projects or operations.
		8.4	Explain methods that ensure relevant notices conform to statutory and site or operational requirements.
		8.5	Explain different ways of maintaining notices and possible outcomes should notices not be maintained regularly.
9	Ensure notice has been given to all people who will be affected by the work or operation, about when it starts, for how long it will take and when it finishes.	9.1	Inform people affected by project works or operations about when works or operations start, expected durations and planned finishing or completions dates.
		9.2	Explain methods and techniques on informing relevant people about time scales of the works.

Unit J/600/7559
Planning Historical Conservation/Restoration Activities in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Confirm the work requirements against the information supplied when planning historical conservation/restoration activities.	1.1	Identify and establish at least two of the following historical conservation/restoration activities against at least five of the following information sources:
			Activity:
			– roofing
			– lead work
			– bricklaying and craft masonry
			– earth walling
			– stonemasonry
			– decoration
			– plastering
			– wall and floor tiling
			– carpentry and joinery
			– specialist heritage activities.
			Information sources:
			– survey reports
			– drawings, schedules and specifications
			– contractual
			– statutory consents
			– risk assessments and method statements
			– programmes
			– records about the competence of people
			– sub-contractor arrangements
			– health, safety and environmental plan
			– archaeological watching brief
			– material suppliers
			– historical conservation plans.
		1.2	Explain how work requirements for historical conservation/restoration work can be confirmed.
		1.3	Explain who needs to be consulted when confirming work requirements for historical conservation/restorations.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
2	Identify and review influencing factors and guidance material about the work environment.	2.1	Consider at least three of the following influencing factors when planning historical conservation/restoration activities: – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations – weather conditions.
		2.2	Examine at least two of the following guidance materials when planning historical conservation/ restoration activities: – owner's manuals – log books – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance.
		2.3	Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them.
		2.4	Give reasons why influencing factors should be reviewed against guidance materials.
3	Prioritise activities by assessing and accounting for all the influencing factors.	3.1	Prioritise historical conservation/restoration activities whilst considering influencing factors.
		3.2	Explain methods that can assess and account for influencing factors when planning historical conservation/restoration activities.
		3.3	Explain the factors that need to be taken into account when prioritising historical conservation/restoration activities.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			Give reasons why historical conservation/restoration activities should be prioritised.
4	Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.	4.1	Review and update pre-determined historical conservation/restoration priorities by taking into account at least four of the following changing circumstances: – susceptibility to damage – safety requirements – need to inhibit and respond to deterioration – compromised operational effectiveness – weather conditions – use or change of use – meeting current legislation – resources – security threats.
		4.2	Explain methods that allow priorities to be amended when influencing factors have been taken into account.
		4.3	Explain how changing circumstances can be accounted for when planning historical conservation/restoration activities.
5	Prepare plans or schedules and negotiate and agree them with decision-makers.	5.1	Identify, analyse and produce plans or schedules for at least three of the following historical conservation/ restoration activities: – roofing – lead work – bricklaying and craft masonry – earth walling – stonemasonry – decoration – plastering – wall and floor tiling – carpentry and joinery – specialist heritage activities.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	5.2 Explain how plans and schedules can be prepared for historical conservation/restoration activities.
	5.3 Explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

Unit A/600/7560
Supervising Historical Conservation/Restoration Activities in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Carry out supervision activities of historical conservation/restoration activities which will minimise disruption and maintain optimum performance.	1.1	Undertake supervision duties for at least two of the following historical conservation/restoration activities: – roofing – lead work – bricklaying and craft masonry – earth walling – stonemasonry – decoration – plastering – wall and floor tiling – carpentry and joinery – specialist heritage activities.
		1.2	Explain how programmed historical conservation/restoration activities should be supervised and carried out.
		1.3	Explain how disruption to the works and general public can be minimised during historical conservation/restoration activities.
		1.4	Describe different methods that can optimise work performances during historical conservation/restoration activities.
2	Observe current legislation and official guidance appropriate to the work environment.	2.1	Protect the workforce, the general public, visitors and the environment by applying information relating to at least three of the following: – methods of work – risk assessment – safe use and storage of tools

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		– safe use and storage of materials
		– traffic management
		– emergency plans.
	2.2	List and describe the current legislation and official guidance that applies directly to historical conservation/restoration activities.
3	Identify and assess defects and problems, and recommend and implement corrective action which conforms to safe working methods and practices.	3.1	Observe and evaluate preparation and work activities against given requirements and methods of work to identify historical conservation/restoration defects and problems.
		3.2	Apply corrective actions that follow safe working methods and practices to least three of the following historical conservation/restoration defects and problems: – limitations of design choices – construction errors – identification of further utilities – heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security.
		3.3	Describe types of common historical conservation/ restoration defects and problems.
		3.4	Explain methods that can be used to identify potential historical conservation/ restoration defects and problems.
		3.5	Explain techniques and methods that allows recommendations to be made and corrective actions applied on identified

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			historical conservation/ restoration defects and problems.
4	Keep accurate records of work progress checks, defects, problems, corrective action and quantities involved.	4.1	Implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved.
		4.2	Explain the methods that can be used to keep accurate records of work progress which can detail faults and problems, corrective actions and quantities of resources used.
		4.3	Give reasons why accurate records should be kept.
5	Identify, assess and maintain the necessary resources for historical conservation/restoration activities.	5.1	Select and/or acquire and maintain at least four of the following resources for at least three of the following historical conservation/restoration activities:

Resources:

– people

– plant, equipment or machinery

– materials and components

– sub-contractors

– information

– work and facilities

– waste management

– utility providers.

Historical conservation/restoration activities:

– roofing

– lead work

– bricklaying and craft masonry

– earth walling

– stonemasonry

– decoration |

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	– plastering
	– wall and floor tiling
	– carpentry and joinery
	– specialist heritage and historical conservation/ restoration activities.
	5.2 Explain different ways that the necessary resources for historical conservation/restoration activities can be identified.
	5.3 Explain how resources can be assessed for quality and how to maintain necessary resources for historical conservation/restoration activities.

Unit F/600/7561
Planning Demolition Activities in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Confirm the work requirements when planning demolition activities against the information supplied.	1.1 Identify and establish at least two of the following demolition activities against at least five of the following information sources: Demolition activity: – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition. Information sources: – survey reports – design – contractual – statutory consents – risk assessments and method statements – programmes – records about the competence of people – sub-contractor arrangements – health, safety and environmental plan – Type 3 asbestos survey – service disconnection certificates – utilities survey report.
	1.2 Explain how work requirements for demolition activities can be confirmed against information sources.
	1.3 Explain who needs to be consulted when confirming work requirements for demolition activities.
2 Identify and review influencing factors and guidance material about the work environment.	2.1 Consider at least three of the following influencing factors when planning demolition activities: – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		– environmental considerations
		– weather conditions.
	2.2	Examine at least two of the following guidance materials when planning demolition activities:
		– owner's manuals
		– log books
		– maintenance schedules and manuals
		– practice guides and specifications
		– current legislation and official guidance.
	2.3	Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning demolition activities.
	2.4	Give reasons why influencing factors should be reviewed against guidance material.
3 Prioritise activities by assessing and accounting for all the influencing factors.	3.1	Prioritising demolition activities whilst considering influencing factors.
	3.2	Explain methods that can assess and account for influencing factors when prioritising demolition activities.
	3.3	Explain the factors that need to be taken into account when prioritising demolition activities.
	3.4	Give reasons why demolition activities should be prioritised.
4 Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.	4.1	Review and update pre-determined demolition activity priorities by taking account of at least four of the following changing circumstances:
		– susceptibility to damage
		– safety requirements
		– need to inhibit and respond to deterioration
		– compromised operational effectiveness
		– weather conditions

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		– use or change of use
		– meeting current legislation
		– resources
		– security threats.
	4.2	Explain methods that allow priorities to be amended when influencing factors have been taken into account.
	4.3	Explain how changing circumstances can be accounted for when planning demolition activities.
5 Prepare plans or schedules and negotiate and agree them with decision makers.	5.1	Identify, analyse and produce plans or schedules for at least three of the following demolition activities: – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition.
	5.2	Explain how plans and schedules can be prepared for demolition activities.
	5.3	Explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

Unit L/600/7563
Supervising Demolition Activities in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Carry out the supervision of demolition site activities which will minimise disruption and maintain optimum performance.	1.1 Undertake supervision duties for at least two of the following demolition activities: – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition.
	1.2 Explain how programmed demolition activities should be supervised and carried out.
	1.3 Explain how disruption to the works and general public can be minimised during demolition activities.
	1.4 Describe different methods that can optimise work performance during demolition.
2 Observe current legislation and official guidance appropriate to the work environment.	2.1 Protect the workforce, the general public, visitors and the environment by applying information relating to at least three of the following: – methods of work – risk assessment – safe use and storage of tools – safe use and storage of materials – traffic management – emergency plans.
	2.2 List and describe the current legislation and official guidance that applies directly to demolition activities.
3 Identify and assess faults and problems and recommend and implement corrective action which	3.1 Observe and evaluate preparation and work activities against given requirements and methods of work to identify demolition faults and problems.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	conforms to safe working methods and practices.	3.2	Apply corrective actions that follow safe working methods and practices least three of the following demolition faults and problems: – limitations of design choices – construction errors – identification of further utilities – heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security.
		3.3	Describe types of common faults and problems that can occur with demolition activities.
		3.4	Explain methods that can be used to identify potential demolition faults and problems.
		3.5	Explain techniques and methods that allow recommendations to be made and corrective actions applied on identified demolition faults and problems.
		3.6	List the type of corrective actions that can be made during demolition activities.
4	Conduct pre-work checks to meet statutory requirements and maintain safe working methods and practices.	4.1	Carry out checks on at least one of the following during preparation work for demolition activities: – condition – fit for purpose – health and safety.
		4.2	Explain the procedures that can apply when conducting pre-work checks to ensure compliance with statutory requirements.
		4.3	Explain methods of recording pre-work checks for demolition activities.
		4.4	Give reasons why pre-work demolition checks should be carried out.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Keep accurate records of work progress checks, faults, problems, corrective action and quantities involved.	5.1	Implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved.
		5.2	Explain the methods that can be used to keep accurate records of demolition work progress which can detail faults and problems, corrective actions and quantities of resources involved.
		5.3	Give reasons why accurate records should be kept.
6	Identify, assess and maintain the necessary resources for demolition activities.	6.1	Select and/or acquire and maintain at least three of the following resources for at least two of the following demolition activities: Resources: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utility providers. Demolition activity: – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition.
		6.2	Explain different ways that the necessary resources for demolition activities can be identified.
		6.3	Explain how resources can be assessed for quality and how to maintain necessary resources for demolition activities.

Unit A/504/8552
Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Promote the benefits of learning by giving fair, regular and useful feedback on their team's work performance.	1.1	Analyse individual and collective work performances of team members on various activities.
		1.2	Regularly provide feedback on individual and collective work performances that is fair and encourages an individuals' learning within their team.
		1.3	Provide their team members with collective and individual reasons that promote the benefits of continual learning.
		1.4	Describe the different techniques that can be used to promote benefits of learning to individuals and groups.
		1.5	Explain the procedures and methods that should be used to give fair, regular and useful feedback to teams and individuals.
2	Work with their team to identify and prioritise learning needs and identify and obtain information on a range of possible learning activities.	2.1	Plan and communicate with individual team members to determine their immediate learning requirements for relevant work activities.
		2.2	Obtain learning information for individual team members based on at least two of the following learning activities: – formal – informal – coached – mentored – vocationally qualifying – continuous professional development – professional membership.
		2.3	Explain the methods and techniques of working effectively with teams and

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			individuals in order to identify and prioritise learning needs.
		2.4	Outline possible ways of obtaining information from a range of learning activities.
3	Discuss development needs with team members.	3.1	Meet with and identify development needs for team members based on the following areas: – current skills and knowledge – learning activities undertaken – learning objectives to be achieved – resource requirements for development – timescales.
		3.2	Explain methods and techniques of discussing and agree development needs with team members.
4	Support team members in undertaking learning activities by making efforts to remove any obstacles to learning.	4.1	Provide relevant assistance and support to individuals and the team when learning or updating skills and knowledge.
		4.2	Identify any relevant obstacles to an individual's learning and take actions to remove them.
		4.3	Explain procedures that could be implemented to allow support and assistance for team members who are undertaking learning activities.
		4.4	Describe the types and ways of identifying obstacles to learning for both individuals and teams.
		4.5	Explain how obstacles to learning for individuals and teams can be removed.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Evaluate the learning activity undertaken with team members to ensure the desired outcomes have been achieved.	5.1	Appraise learning activities undertaken by individuals and the team on completion of learning programmes.
		5.2	Map the learning outcomes from completed learning programmes against team individual's pre-identified learning needs.
		5.3	Explain how to plan and implement evaluations on learning activities undertaken by team members.
		5.4	Describe methods that can measure desired outcomes from learning activities, and ways to ensure that they have been achieved.
6	Update development plans with team members.	6.1	Review team member's individual development plans and amend the plans following completed learning activities and/or identified learning needs.
		6.2	Explain the procedures that are or can be used to update development plans with team members.

Unit T/503/0132
Supervising Tunnelling Activities in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Carry out supervision activities of tunnelling activities to given working instructions which will minimise disruption and maintain optimum performance.	1.1	Undertake supervision duties to given working instructions for two of the following tunnelling activities: –mobile plant and machinery operations –back up services installation, operation, maintenance or removal –spoil removal –access equipment erection, maintenance or removal –pipe-jacking operations –micro tunnelling operations –excavation and installation of supports –shaft and tunnel construction –tunnel transport –spraying concrete lining –operating separation plant –temporary works –lifting loads.
		1.2	Explain how programmed tunnelling activities should be supervised and carried out.
		1.3	Explain how disruption to other works and the following people can be minimised during tunnelling activities: –workforce –other personnel on site –members of the public –occupiers –site visitors –people affected by on-site operations.
		1.4	Explain different methods that can effectively optimise and maintain work performance during tunnelling.
2	Observe current legislation and official guidance appropriate to	2.1	Protect the workforce, the general public, visitors and the environment by the applying information relating to three of the following:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
		the work environment for protection and safety.		– methods of work – tunnel access arrangements – risk assessment – safe use and storage of tools – safe use and storage of materials – traffic management – emergency plans.
			2.2	Explain the current legislation and official guidance that applies directly to tunnelling activities for protection and safety.
3	Identify and assess defects and problems, and recommend and implement corrective action which conforms to safe working methods and practices.	3.1	Observe and evaluate preparation and work activities against given requirements and methods of work to identify tunnelling defects and problems.
		3.2	Apply corrective actions that follow safe working methods and practices to deal with three of the following tunnelling defects and problems: – limitations of design choices – construction errors – identification of further utilities – heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security – changes in ground conditions.
		3.3	Describe types of common defects and problems that can occur with tunnelling activities.
		3.4	Explain methods that can be used to assess and identify potential tunnelling defects and problems.
		3.5	Explain how to make recommendations and implement the following corrective actions, in accordance with safe working methods and practices, for identified tunnelling defects and problems:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– redesign – reconfigure – restrict – redirect – repair – replace.
4	Keep accurate records of work progress and quantities involved.	4.1	Set up recording systems, following organisational procedures, that detail work progress checks and the defects and problems, corrective actions taken and quantities involved.
		4.2	Explain the methods that can be used to keep accurate records of tunnelling work progress which can detail the checks made, defects and problems, corrective actions taken and quantities of resources used.
		4.3	Give reasons why accurate records should be kept.
5	Identify, assess and maintain the necessary resources for tunnelling activities.	5.1	Identify the necessary resources for three of the following tunnelling activities: – mobile plant and machinery operations – back up services installation, operation, maintenance or removal – spoil removal – access equipment erection, maintenance or removal – pipe-jacking operations – micro tunnelling operations – excavation and installation of supports – tunnel construction – shaft and tunnel construction – tunnel transport – spraying concrete lining – operating separation plant – temporary works – lifting loads.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	5.2 Select and/or acquire and maintain four of the following resources associated with relevant tunnelling activities: – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.
	5.3 Explain different ways that the necessary resources for tunnelling activities can be identified.
	5.4 Explain how resources can be assessed for quality and how to maintain the necessary resources for tunnelling activities.
6 Comply with the given contract information when supervising tunnelling activities to carry out the work efficiently to the required specification.	6.1 Undertake supervision duties of activities to form tunnels to given working instructions in one of the following occupational areas: –hand miner –shaft miner –tunnelling machine operator –machine tunnelling operative –spoil removal equipment operative –tunnel services operative –tunnel transport operator –tunnel fitter's mate –tunnel electrician's mate –sprayed concrete lining tunnelling operative –pipe-jacking operative –micro-tunnelling operative –separation plant operative –specialist tunnelling occupations.
	6.2 Describe how to apply safe work practices, follow procedures, report tunnelling defects and problems and establish the authority needed to rectify them, relating to the supervision of the

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	following methods of work and materials used for:
	–booking in and out of tunnels
	–setting out lines and templates for shaft and tunnel excavations
	–excavation of tunnels using different methods (by hand, machines, segments, sprayed concrete lining and by pipe-jacking)
	–installing, using and moving permanent tunnel support and service systems
	–installing, using, moving and removing temporary tunnel support and service systems
	–installing, moving and removing spoil removal systems
	–dealing with ground water and de-watering methods
	6.3 Describe how to apply safe work practices, follow procedures, report tunnelling defects and problems and establish the authority needed to rectify them, relating to the supervision of the following methods of work and materials used for:
	–signalling the movement of loads, vehicles and machinery
	–working with tunnel and shaft transport systems
	–using hand tools, power tools and equipment
	–working at height
	–using access equipment.
	6.4 State the needs of other occupations and how to effectively communicate within a team when supervising tunnelling activities.

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