



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). This qualification has been accredited onto the Regulated Qualifications Framework (RQF). 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	610/0231/8
Level	4
Total qualification time	1430 hours
Guided learning hours	657
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/1/22
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 Mandatory and Optional units from **ONE** of the Pathways.

- Pathway 1: Building and Civil Engineering
- Pathway 2: Highways Maintenance and Repair
- Pathway 3: Residential Development
- Pathway 4: Traditional and Heritage Building
- Pathway 5: Demolition
- Pathway 6: Tunnelling
- Pathway 7: Retrofit

Pathway 1: Building and Civil Engineering

Mandatory Units – complete ALL units			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
T/618/8495	Developing and maintaining good occupational working relationships in the workplace	3	210v3
A/650/0880	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	700v3
D/650/0881	Assessing and agreeing work methods for carrying out site operations in the workplace	5	701v3
F/650/0882	Planning work activities and resources to meet project requirements in the workplace	4	702v3
H/650/0883	Coordinating control in the workplace	4	703v3
J/650/0884	Controlling work progress against agreed programmes in the workplace	5	704v3
K/650/0885	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	705v3
M/650/0887	Implementing communication systems for the projects in the workplace	5	707v2
T/650/0889	Controlling work against agreed quality standards in the workplace	5	709v3
D/650/0890	Contributing to the control of work quantities and costs in the workplace	4	710v2
L/650/0886	Maintaining supplies of materials to meet project requirements in the workplace	5	706v2
R/650/0888	Maintaining the dimensional accuracy of work in the workplace	4	708v2
H/650/0892	Coordinating preparation for site operations in the workplace	4	711v2
T/650/0905	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	725v1
Optional Units – ONE unit required			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
A/650/0907	Supervising the pre-installation planning for retrofit in the workplace	5	698v1
D/650/0908	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	699v1
J/650/0893	Allocating work and monitoring people's performance in the workplace	6	713v3
K/650/0894	Enabling learning opportunities in the workplace	5	714v3
L/650/0895	Contributing to the identification of a work team in the workplace	5	715v2

K/650/0901	Supervising activities to traditional and heritage buildings and structures in the workplace	5	721v2
Y/650/0906	Managing your personal development in the workplace	6	740v2

Pathway 2: Highways Maintenance and Repair

Mandatory Units – complete ALL units			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
T/618/8495	Developing and maintaining good occupational working relationships in the workplace	3	210v3
A/650/0880	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	700v3
D/650/0881	Assessing and agreeing work methods for carrying out site operations in the workplace	5	701v3
F/650/0882	Planning work activities and resources to meet project requirements in the workplace	4	702v3
H/650/0883	Coordinating control in the workplace	4	703v3
J/650/0884	Controlling work progress against agreed programmes in the workplace	5	704v3
K/650/0885	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	705v3
M/650/0887	Implementing communication systems for the projects in the workplace	5	707v2
T/650/0889	Controlling work against agreed quality standards in the workplace	5	709v3
D/650/0890	Contributing to the control of work quantities and costs in the workplace	4	710v2
L/650/0886	Maintaining supplies of materials to meet project requirements in the workplace	5	706v2
M/650/0896	Planning highways maintenance and repair activities in the workplace	5	716v2
R/650/0897	Supervising highways maintenance or repair activities in the workplace	4	717v2
Y/650/0906	Managing your personal development in the workplace	6	740v2
Optional Units – ONE unit required			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
R/650/0888	Maintaining the dimensional accuracy of work in the workplace	4	708v2
H/650/0892	Co-ordinating preparation for site operations in the workplace	4	711v2
J/650/0893	Allocating work and monitoring people's performance in the workplace	6	713v3
K/650/0894	Enabling learning opportunities in the workplace	5	714v3
L/650/0895	Contributing to the identification of a work team in the workplace	5	715v2
Y/650/0899	Providing customer services in the construction workplace	6	719v2

K/650/0901	Supervising activities to traditional and heritage buildings and structures in the workplace	5	721v2
T/650/0905	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	725v1

Pathway 3: Residential Development

Mandatory Units – complete ALL units			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
T/618/8495	Developing and maintaining good occupational working relationships in the workplace	3	210v3
A/650/0880	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	700v3
D/650/0881	Assessing and agreeing work methods for carrying out site operations in the workplace	5	701v3
F/650/0882	Planning work activities and resources to meet project requirements in the workplace	4	702v3
H/650/0883	Coordinating control in the workplace	4	703v3
J/650/0884	Controlling work progress against agreed programmes in the workplace	5	704v3
K/650/0885	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	705v3
M/650/0887	Implementing communication systems for the projects in the workplace	5	707v2
T/650/0889	Controlling work against agreed quality standards in the workplace	5	709v3
D/650/0890	Contributing to the control of work quantities and costs in the workplace	4	710v2
L/650/0886	Maintaining supplies of materials to meet project requirements in the workplace	5	706v2
R/650/0888	Maintaining the dimensional accuracy of work in the workplace	4	708v2
T/650/0898	Handing over property in the workplace	6	718v3
Y/650/0899	Providing customer services in the construction workplace	6	719v2
Optional Units – ONE unit required			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
A/650/0907	Supervising the pre-installation planning for retrofit works in the workplace	5	698v1
D/650/0908	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	699v1
H/650/0892	Co-ordinating preparation for site operations in the workplace	4	711v2
J/650/0893	Allocating work and monitoring people's performance in the workplace	6	713v3
K/650/0894	Enabling learning opportunities in the workplace	5	714v3
L/650/0895	Contributing to the identification of a work team in the workplace	5	715v2

K/650/0901	Supervising activities to traditional and heritage buildings and structures in the workplace	5	721v2
T/650/0905	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	725v1
Y/650/0906	Managing your personal development in the workplace	6	740v2

Pathway 4: Traditional and Heritage Building

Mandatory Units – complete ALL units			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
T/618/8495	Developing and maintaining good occupational working relationships in the workplace	3	210v3
A/650/0880	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	700v3
D/650/0881	Assessing and agreeing work methods for carrying out site operations in the workplace	5	701v3
F/650/0882	Planning work activities and resources to meet project requirements in the workplace	4	702v3
H/650/0883	Coordinating control in the workplace	4	703v3
J/650/0884	Controlling work progress against agreed programmes in the workplace	5	704v3
K/650/0885	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	705v3
M/650/0887	Implementing communication systems for the projects in the workplace	5	707v2
T/650/0889	Controlling work against agreed quality standards in the workplace	5	709v3
D/650/0890	Contributing to the control of work quantities and costs in the workplace	4	710v2
L/650/0886	Maintaining supplies of materials to meet project requirements in the workplace	5	706v2
R/650/0888	Maintaining the dimensional accuracy of work in the workplace	4	708v2
K/650/0901	Supervising activities to traditional and heritage buildings and structures in the workplace	5	721v2
Optional Units – ONE unit required			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
A/650/0907	Supervising the pre-installation planning for retrofit works in the workplace	5	698v1
D/650/0908	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	699v1
H/650/0892	Co-ordinating preparation for site operations in the workplace	4	711v2
J/650/0893	Allocating work and monitoring people's performance in the workplace	6	713v3
K/650/0894	Enabling learning opportunities in the workplace	5	714v3
L/650/0895	Contributing to the identification of a work team in the workplace	5	715v2
T/650/0898	Handing over property in the workplace	6	718v3
Y/650/0899	Providing customer services in the construction workplace	6	719v2

J/650/0900	Planning activities to traditional and heritage buildings and structures in the workplace	6	720v3
L/650/0902	Planning demolition activities in the workplace	7	722v2
M/650/0903	Supervising demolition activities in the workplace	5	723v2
T/650/0905	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	725v1
Y/650/0906	Managing your personal development in the workplace	6	740v2

Pathway 5: Demolition

Mandatory Units – complete ALL units			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
T/618/8495	Developing and maintaining good occupational working relationships in the workplace	3	210v3
A/650/0880	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	700v3
D/650/0881	Assessing and agreeing work methods for carrying out site operations in the workplace	5	701v3
F/650/0882	Planning work activities and resources to meet project requirements in the workplace	4	702v3
H/650/0883	Coordinating control in the workplace	4	703v3
J/650/0884	Controlling work progress against agreed programmes in the workplace	5	704v3
K/650/0885	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	705v3
M/650/0887	Implementing communication systems for the projects in the workplace	5	707v2
T/650/0889	Controlling work against agreed quality standards in the workplace	5	709v3
D/650/0890	Contributing to the control of work quantities and costs in the workplace	4	710v2
M/650/0903	Supervising demolition activities in the workplace	5	723v2
T/650/0905	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	725v1
Optional Units – ONE unit required			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
A/650/0907	Supervising the pre-installation planning for retrofit works in the workplace	5	698v1
D/650/0908	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	699v1
L/650/0886	Maintaining supplies of materials to meet project requirements in the workplace	5	706v2
R/650/0888	Maintaining the dimensional accuracy of work in the workplace	4	708v2
H/650/0892	Co-ordinating preparation for site operations in the workplace	4	711v2
J/650/0893	Allocating work and monitoring people's performance in the workplace	6	713v3
K/650/0894	Enabling learning opportunities in the workplace	5	714v3
L/650/0895	Contributing to the identification of a work team in the workplace	5	715v2

T/650/0898	Handing over property in the workplace	6	718v3
K/650/0901	Supervising activities to traditional and heritage buildings and constructures in the workplace	5	721v2
L/650/0902	Planning demolition activities in the workplace	7	722v2
Y/650/0906	Managing your personal development in the workplace	6	740v2

Pathway 6: Tunnelling

Mandatory Units – complete ALL units			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
T/618/8495	Developing and maintaining good occupational working relationships in the workplace	3	210v3
A/650/0880	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	700v3
D/650/0881	Assessing and agreeing work methods for carrying out site operations in the workplace	5	701v3
F/650/0882	Planning work activities and resources to meet project requirements in the workplace	4	702v3
H/650/0883	Coordinating control in the workplace	4	703v3
J/650/0884	Controlling work progress against agreed programmes in the workplace	5	704v3
K/650/0885	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	705v3
M/650/0887	Implementing communication systems for the projects in the workplace	5	707v2
T/650/0889	Controlling work against agreed quality standards in the workplace	5	709v3
H/650/0890	Contributing to the control of work quantities and costs in the workplace	4	710v2
L/650/0886	Maintaining supplies of materials to meet project requirements in the workplace	5	706v2
H/650/0892	Coordinating preparation for site operations in the workplace	4	711v2
R/650/0904	Supervising tunnelling activities in the workplace	6	724v2
T/650/0905	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	4	725v1
Optional Units – ONE unit required			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
R/650/0888	Maintaining the dimensional accuracy of work in the workplace	4	708v2
J/650/0893	Allocating work and monitoring people's performance in the workplace	6	713v3
K/650/0894	Enabling learning opportunities in the workplace	5	714v3
L/650/0895	Contributing to the identification of a work team in the workplace	5	715v2
K/650/0901	Supervising activities to traditional and heritage buildings and structures in the workplace	5	721v2
Y/650/0906	Managing your personal development in the workplace	6	740v2

Pathway 7: Retrofit

Mandatory Units – complete ALL units			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
T/618/8495	Developing and maintaining good occupational working relationships in the workplace	3	210v3
A/650/0880	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	4	700v3
D/650/0881	Assessing and agreeing work methods for carrying out site operations in the workplace	5	701v3
F/650/0882	Planning work activities and resources to meet project requirements in the workplace	4	702v3
H/650/0883	Coordinating control in the workplace	4	703v3
J/650/0884	Controlling work progress against agreed programmes in the workplace	5	704v3
K/650/0885	Allocating and monitoring the use of plant, equipment or machinery in the workplace	4	705v3
M/650/0887	Implementing communication systems for the projects in the workplace	5	707v2
T/650/0889	Controlling work against agreed quality standards in the workplace	5	709v3
D/650/0890	Contributing to the control of work quantities and costs in the workplace	4	710v2
A/650/0907	Supervising the pre-installation planning for retrofit works in the workplace	5	698v1
D/650/0908	Supervising the installation, commissioning and handover of retrofit works in the workplace	5	699v1
R/650/0888	Maintaining the dimensional accuracy of work in the workplace	4	708v2
Optional Units – ONE unit required			
Unit Reference Number	Unit Title	Unit Level	CITB ref. for information
L/650/0886	Maintaining supplies of materials to meet project requirements in the workplace	5	706v2
H/650/0892	Coordinating preparation for site operations in the workplace	4	711v2
J/650/0893	Allocating work and monitoring people's performance in the workplace	6	713v3
K/650/0894	Enabling learning opportunities in the workplace	5	714v3
L/650/0895	Contributing to the identification of a work team in the workplace	5	715v2
T/650/0898	Handing over property in the workplace	6	718v3
Y/650/0899	Providing customer services in the construction workplace	6	719v2

K/650/0901	Supervising activities to traditional and heritage buildings and constructures in the workplace	5	721v2
Y/650/0906	Managing your personal development in the workplace	6	740v2

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 21.

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.

Title:	Developing and maintaining good occupational working relationships in the workplace	
Unit Number:	T/618/8495	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project.

Title:	Developing and maintaining good occupational working relationships in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
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: <ul style="list-style-type: none"> – 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.

Title:	Developing and maintaining good occupational working relationships in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	27

Title:	Implementing, maintaining and reviewing systems for health, safety, welfare, wellbeing and environmental protection in the workplace	
Unit Number:	A/650/0880	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Implement organisational initiatives.	1.1	Implement, maintain and record the organisational initiatives in relation to health, safety, welfare and wellbeing and environmental awareness
	1.2	Explain how to implement the various methods to maintain and record the organisational initiatives in relation to health, safety, welfare, wellbeing and environmental awareness.
2 Promote a culture of health, safety, welfare and environmental awareness.	2.1	Promote a culture of health, safety, welfare and environmental awareness through leadership, communication and personal example.
	2.2	Describe how to implement various methods to promote a culture of health, safety, welfare, wellbeing and environmental awareness on site.
3 Identify and implement opportunities for improving health, safety, welfare, wellbeing and the environment on site.	3.1	Identify opportunities to improve health, safety, welfare, wellbeing and the environment on site.
	3.2	Implement improvements that could improve health, safety welfare and wellbeing and the environment on site.
	3.3	Explain how to identify opportunities that will improve health, safety, welfare, wellbeing and the environment for the workforce, other personnel on site, members of the public, occupiers, site visitors and people affected by site operations and how to implement them.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
4 Implement and record checks carried out to verify the competence of those under your control.	4.1 Carry out and record current organisational checks to verify the competence of those under your control.
	4.2 Describe how to carry out and record current organisational checks on the workforce, other personnel on site and site visitors including but not limited to: <ul style="list-style-type: none"> – health and safety responsibilities – welfare facilities – sustainability responsibilities – health, safety, welfare, wellbeing and environmental protection – equipment and resources – risk control procedures – first aid arrangements – fire safety – health, safety and environmental plans and emergency drills.
	4.3 Explain how to verify the competence of the workforce under your control in accordance with current organisational requirements including but not limited to: <ul style="list-style-type: none"> – industry verification cards – competence schemes – qualifications – certificates – training.
	4.4 Explain why you need to ensure the workforce and visitors have inductions
	4.5 Explain why you need to ensure the workforce under your control are competent.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Maintain accurate and appropriate statutory notices and hazard warnings.	5.1 Implement organisational systems to record and maintain relevant statutory notices and hazard warnings to ensure they are accurate and current.
	5.2 Describe how to implement organisational systems to record and maintain statutory notices including but not limited to: <ul style="list-style-type: none"> – prescribed notices – certificates of insurance – signage for health, safety and environmental protection.
6 Ensure the serviceability of health, safety, welfare and environmental protection equipment and resources in order to comply with current legislation and organisational requirements.	6.1 Implement and record organisational checks on the mandatory wearing of protective clothing, protective equipment and statutory notices for the following to confirm compliance: <ul style="list-style-type: none"> – first aid facilities and arrangements – welfare facilities – storage and security of equipment and materials – accident and incident reporting systems – firefighting equipment – storage and security of fuel and chemicals – the environment – sustainability
	6.2 Explain how to implement and record checks carried out to: <ul style="list-style-type: none"> – protective clothing – protective equipment – first aid facilities and arrangements – welfare facilities – storage and security of equipment and materials – site security – accident and incident reporting systems – fire safety – the environment – sustainability
	6.3 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.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Implement current organisational requirements for the identification of hazards and the reduction of risks	7.1 Develop and action a system that identifies hazards and reduces risk in line with current organisational requirements.
	7.2 Explain how to implement organisational requirements for the identification of hazards and reduction of risks.
	7.3 Give reasons why it is important to implement effective systems to identify hazards, reduce risks and report accidents.
8 Implement systems for reporting accidents and emergencies and preventing recurrence	8.1 Implement systems which meet current organisational requirements for reporting accidents and emergencies and preventing reoccurrence
	8.2 Explain how to implement organisational requirements for reporting accidents and emergencies, incidents and preventing recurrence.
9 Monitor health, safety, welfare and environmental protection systems regularly in accordance with organisational requirements.	9.1 Conduct regular checks to monitor compliance with current organisational requirements.
	9.2 Explain how to monitor health, safety, welfare, wellbeing and environmental protection systems to ensure compliance with current organisational requirements.
10 Identify, record and report any site conditions which do not comply with organisational requirements.	10.1 Identify, record and report any site conditions which do not comply with organisational requirements.
	10.2 Explain how to identify, record and report site conditions that do not comply with organisational requirements including but not limited to: <ul style="list-style-type: none"> – health – safety – welfare – wellbeing – environmental legislation – codes of practice.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40
Assessment Time	10

Title:	Assessing and agreeing work methods for carrying out site operations in the workplace	
Unit Number:	D/650/0881	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Identify and assess available project data to inform the work methods.	1.1	Identify and assess at least four of the following elements of project data and record how the findings will inform the work methods: <ul style="list-style-type: none"> – conditions of contract – bills of quantities or methods of measurement – specifications or schedule of works – drawings – health, safety and environmental plans – programmes – organisational requirements – instructions and variations.
	1.2	Explain how to identify, source and record the following project data: <ul style="list-style-type: none"> – cost control – conformity to organisational requirements – specification or schedule of works – contract requirements – third party obligations – other related programmes – supply lead times.
2 Examine and assess project data.	2.1	Examine and assess at least three of the following types of project data to enable decisions to be made: <ul style="list-style-type: none"> – sequencing and integration of work operations – organisation of resources – established construction techniques – temporary works – modern methods of construction and standardisation – working conditions.
	2.2	Explain how to assess project data to inform the following work methods and record the findings: <ul style="list-style-type: none"> – sequencing and integration of work operations – organisation of resources – established construction techniques – temporary works – modern methods of construction and standardisation – working conditions.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Obtain and record additional information from other sources where available project data is insufficient.	3.1 Obtain additional information where the available project data is insufficient by consulting at least two of the following sources and record the findings: <ul style="list-style-type: none"> – client, customer or their representative – contractors – sub-contractors – suppliers – regulatory authorities – technical and trade literature.
	3.2 Describe how to obtain and record additional information where the project data source is insufficient from the following: <ul style="list-style-type: none"> – client, customer or their representative – contractors – sub-contractors – suppliers – regulatory authorities – technical and trade guidance.
	3.3 Give possible reasons why project data may be insufficient.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>4 Evaluate work methods against relevant technical and project criteria.</p>	<p>4.1 Evaluate the chosen work methods against time, cost and resources for at least seven of the following technical and project criteria and record the results:</p> <ul style="list-style-type: none"> – materials performance and availability – structural forms – client, customer or their representative – 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.
	<p>4.2 Explain how to evaluate work methods against time, cost and resources for the following technical criteria and record the results:</p> <ul style="list-style-type: none"> – materials, performance and availability – structural forms – client, customer or their representative – 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
	<p>4.3 Explain how to evaluate work methods against the following project criteria and record findings:</p> <ul style="list-style-type: none"> – cost control – conformity to organisational requirements – specification or schedule of works – contract requirements – third party obligations – other related programmes – supply lead times.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Agree and recommend work methods and inform stakeholders.	5.1 Agree and recommend work methods and inform stakeholders.
	5.2 Analyse the appropriate work methods by considering the following and recording the findings: <ul style="list-style-type: none"> – sequencing and integration of work operations – organisation of resources (people, plant, materials and finance) – established construction techniques – temporary works – modern methods of work and standardisation – working conditions
	5.3 Explain the potential risks of works impacting on the cultural significance of the historic environment and ensure to outline any specific requirements for buildings and structures of traditional (pre 1919) construction, or of architectural, historical or archaeological significance
	5.4 Explain how to agree the selected work methods with stakeholders.
6 Ensure a method statement has been prepared and approved prior to the commencement of work.	6.1 Confirm that the method statements have been approved prior to relevant work taking place.
	6.2 Explain how to ensure an appropriate method statement has been prepared and approved prior to the commencement of work.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40
Assessment Time	10

Title:	Planning work activities and resources to meet project requirements in the workplace	
Unit Number:	F/650/0882	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Organise work activities to make the most efficient use of the available resources.	1.1	Organise work activities which make the most efficient use of at least four of the following resources and record the outcomes: <ul style="list-style-type: none"> – people – plant – equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.
	1.2	Explain how to organise and record work activities to make the most efficient use of the following resources: <ul style="list-style-type: none"> – people – plant – equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.
	1.3	Give reasons why work activities need to be organised to make the best use of resources.
	1.4	Explain the potential risks of works impacting on the cultural significance of the historic environment.
	1.5	Explain the specific requirements for buildings and structures of traditional (pre 1919) construction or of architectural, historical or archaeological significance.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
2 Recommend alternative methods, resources and systems 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, and schedules.
	2.2 Recommend alternative methods, resources and systems to meet programmes and schedules.
	2.3 Explain how to recommend the evaluated resources, methods and systems to meet programmes and schedules to stakeholders.
3 Obtain clarification or advice from various sources where the resources required are not available.	3.1 Obtain advice or clarification to determine required resources from the following: <ul style="list-style-type: none"> – stakeholders – trade and technical guidance
	3.2 Explain methods of finding 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 how to obtain advice from stakeholders or trade and technical guidance when required resources are not available.
4 Examine work activities against project data or operational data and the requirements of external factors.	4.1 Examine a range of work activities against project data and the requirements of at least three of the following external factors and record the findings: <ul style="list-style-type: none"> – other related programmes – supply lead times – contingencies – special working conditions – weather conditions – statutory limitations – site conditions – availability of resources.
	4.2 Explain how to identify the following external factors: <ul style="list-style-type: none"> – other related programmes – supply lead times – contingencies – special working conditions – weather conditions – statutory limitations – site conditions – availability of resources.
	4.3 Describe ways in which external factors can affect a programme, operation or schedule.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>4.4 Explain how to examine work activities against the following project data and requirements of external factors:</p> <ul style="list-style-type: none"> - contract conditions - bills of quantities or methods of measurements - specifications and schedules of work - drawings - survey reports - health, safety and environmental plans - programmes - organisational requirements - instructions and variations. <p>4.5 Explain the different methods of examining work activities against resources and related information.</p>
<p>5 Update existing programmes and schedules of planned activities and inform stakeholders.</p>	<p>5.1 Update at least two of the following programmes and schedules of planned activities:</p> <ul style="list-style-type: none"> – programmes and schedules – critical analysis – action lists – method statements – risk assessments.
	<p>5.2 Inform stakeholders of updates that should be made on works programmes and schedules.</p>
	<p>5.3 Explain different methods of updating the following programmes and schedules:</p> <ul style="list-style-type: none"> – programmes – critical analysis – action lists – method statements – risk assessments.
	<p>5.4 Describe the possible effects on the project if programmes and schedules are not updated when factors change.</p>
	<p>5.5 Describe ways of recommending updates to existing programmes and schedules to stakeholders.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
6 Implement systems to monitor and record works against programmes and schedules.	6.1 Implement a system to monitor and record works being undertaken against programmes and schedules.
	6.2 Review and record results of monitoring programmes against given programmes and schedules.
	6.3 Explain different systems which are available for monitoring and recording works against programmes and schedules and how to implement them.
	6.4 Give reasons why it is necessary to monitor and record the results of works against programmes and schedules.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	50
Assessment Time	10

Title:	Coordinating work control in the workplace	
Unit Number:	H/650/0883	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Collate and review relevant information used in the preparation of project or operational plans.	1.1	Locate and collate relevant information from at least four of the following information sources to contribute to the project plan: <ul style="list-style-type: none"> – surveys and reports – design – contractual documents – statutory consents – contractor's pre-planning information – health, safety and environmental plans – risk assessments and method statements – programmes and schedules – resources and materials – sub-contractor arrangements and attendance.
	1.2	Record and review the findings and use them to contribute to the project plan.
	1.3	Describe how to locate, collate and review relevant information from, including but not limited to: <ul style="list-style-type: none"> – surveys and reports – design – contractual documents – statutory consents – contractor's pre-planning information – health, safety and environmental plans – risk assessments and method statements – programmes and schedules – resources and materials – sub-contractor arrangements and attendance.
2 Clarify information which is unclear.	2.1	Explain possible methods that can establish whether information is sufficiently clear to coordinate work control.
	2.2	Explain why it is important to clarify information.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Communicate and agree programmes, methods and attendance that will coordinate construction operations.	3.1 Communicate and record the agreed programme, methods and attendance that will coordinate construction operations.
	3.2 Explain ways to communicate and record the agreed programme, methods and attendance details with people who will be doing the work.
	3.3 Describe how to coordinate construction operations using programmes and plans that include methods and attendance.
4 Plan and obtain sufficient resources and attendance of the appropriate type which meets project requirements and timescales.	4.1 Develop and implement plans detailing the requirements and timescales used to obtain at least six of the following resources which will meet the project requirements and timescales: <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – trade and technical literature – work area and facilities – environmental considerations – health and safety control equipment – utility providers.
	4.2 Explain how to ensure project requirements and timescales are met by developing and implementing plans to obtain sufficient and suitable types of resource and attendance, including but not limited to: <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – trade and technical literature – work area and facilities – environmental considerations – health and safety control equipment – utility providers.
	4.3 Describe the outcomes on projects or operations if sufficient resources are not obtained on time or are unsuitable.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Organise work activities and implement work measures that take into account appropriate factors and influences.	5.1 Organise work activities, record and implement measures that take into account at least four of the following factors: <ul style="list-style-type: none"> – occupiers – near neighbours – public access – site conditions – environmental considerations – vehicular access and egress – security and trespass – public utilities – archaeology – heritage issues.
	5.2 Describe how to organise work activities and implement measures taking into account the following factors: <ul style="list-style-type: none"> – occupiers – near neighbours – public access – site conditions – environmental considerations – vehicular access and egress – security and trespass – public utilities – archaeology – heritage issues.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40
Assessment Time	10

Title:	Controlling work progress against programmes in the workplace	
Unit Number:	J/650/0884	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
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 five of the following systems: <ul style="list-style-type: none"> – visual inspections – resource records – site tests and inspections – third party endorsement – contractor's reports – written, graphical and electronic records of actual work against the programmed work – site meetings – organisational procedures – management reports – benchmarks and milestones – measurements
	1.2	Describe how to monitor and record progress against agreed programme and implement the following systems: <ul style="list-style-type: none"> – visual inspections – resource records – site tests and inspections – third party endorsement – contractor's reports – written, graphical and electronic records of actual work against the programmed work – site meetings – organisational procedures – management reports – benchmarks and milestones – measurements
	1.3	Explain why systems to monitor and record work progress need to be implemented.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>2 Identify any deviations from planned progress which has or may occur, that could disrupt programmes and schedules.</p>	<p>2.1 Identify and record at least five of the following deviations from planned progress which have occurred, or which may occur, which could disrupt the programme and schedule:</p> <ul style="list-style-type: none"> – resource shortages – design problems and constraints – industrial disputes – lack of essential construction information – construction errors and non-conformance – environmental conditions – site constraints – social disputes or issues – health, safety and environmental issues – discovery of archaeological/ historical finds – regulatory enforcement
	<p>2.2 Describe how to identify and record when the following can cause deviations from planned progress:</p> <ul style="list-style-type: none"> – resource shortages – design problems and constraints – industrial disputes – lack of essential construction information – construction errors and non-conformance – environmental conditions – site constraints – social disputes or issues – health, safety and environmental issues – discovery of archaeological/ historical finds – regulatory enforcement.
	<p>2.3 Explain how to forecast deviations that may occur and could disrupt the programmes and schedules.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Investigate circumstances of any deviations thoroughly and agree and implement appropriate corrective actions.	3.1 Review the circumstances of any deviations in work programmes and/or schedules thoroughly and record the findings.
	3.2 Agree and implement at least one of the following corrective actions in order to restore progress in accordance with the agreed programme: <ul style="list-style-type: none"> – additional resources – alter planned work hours – resequencing of work activities.
	3.3 Explain how to review deviations and record findings from planned progress.
	3.4 Explain how to implement additional resources, alteration of work hours and resequencing of work activities as corrective actions in restoring progress in accordance with the agreed programme.
4 Recommend measures most likely to reduce increases in cost and time to help work progress, and communicate onto the people responsible.	4.1 Identify and record a variety of measures which could reduce cost and time to help the work progress.
	4.2 Communicate identified options to at least two of the following: <ul style="list-style-type: none"> – client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – own organisation – designers
	4.3 Explain how to identify measures which are most likely to reduce cost and time and help work to progress.
	4.4 Explain how to communicate identified measures to the following people responsible: <ul style="list-style-type: none"> – client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – own organisation – designers.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>5 Inform people responsible regularly about progress and suggest decisions and actions that need to be taken.</p>	<p>5.1 Inform people responsible about the following:</p> <ul style="list-style-type: none"> – progress – any changes to the operational programme – resource needs.
	<p>5.2 Make recommendations on decisions and actions that should be taken to the people responsible in order to maintain planned work progress.</p>
	<p>5.3 Explain how to implement systems to keep the following informed about progress, changes to the operational programme and resource needs:</p> <ul style="list-style-type: none"> – client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – own organisation – designers.
	<p>5.4 Describe how to communicate decisions and actions that need to be taken, to maintain planned progress, to the people responsible.</p>
<p>6 Identify improvements from feedback received and recommend to the people responsible.</p>	<p>6.1 Collect, collate, record and review feedback received on work progress against the agreed programme.</p>
	<p>6.2 Identify, from the received feedback, possible improvements that could be made to the agreed programme to help work progress.</p>
	<p>6.3 Recommend improvements to the people responsible based on feedback received.</p>
	<p>6.4 Explain how to collect, record and review feedback on work progress against agreed programme.</p>
	<p>6.5 Describe how to identify possible improvements from the feedback received.</p>
	<p>6.6 Explain how to recommend identified improvements to the people responsible.</p>

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30
Assessment Time	10

Title:	Allocating and monitoring the use of plant, equipment or machinery in the workplace	
Unit Number:	K/650/0885	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Produce clear requests for plant, equipment or machinery which meets the needs of projects or operations.	1.1	Identify and request plant, equipment or machinery to meet the needs of organisational requirements.
	1.2	Describe how to produce requests for the following plant, equipment or machinery to meet the needs of the following organisational requirements: Plant, equipment or machinery: <ul style="list-style-type: none"> – static – mobile – accessories – consumables – health and safety equipment – specialised hand tools – standard plant, equipment or machinery – non-standard plant, equipment or machinery. Organisational requirements: <ul style="list-style-type: none"> – health, safety and welfare of the workforce and others – operational efficiency – security of resources – obligations to third parties – regulatory authorities and contractual commitments prior to use on site.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>2 Confirm and record that plant, equipment or machinery meets operational and statutory requirements prior to use in the workplace and allocate to suitable operations.</p>	<p>2.1 Confirm and record that checks are undertaken to ensure that plant, equipment or machinery meets organisational requirements prior to use on site.</p>
	<p>2.2 Explain how to ensure that the following plant, equipment or machinery meets the following organisational requirements:</p> <p>Plant, equipment or machinery:</p> <ul style="list-style-type: none"> – static – mobile – accessories – consumables – health and safety equipment – specialised hand tools – standard plant equipment and machinery – non-standard plant, equipment and machinery <p>Organisational requirements:</p> <ul style="list-style-type: none"> – health, safety and welfare of the workforce and others – operational efficiency – security of resources – obligations to third parties – regulatory authorities and contractual commitments prior to use on site.
	<p>2.3 Explain how to allocate the following plant, equipment or machinery:</p> <ul style="list-style-type: none"> – static – mobile – accessories – consumables – health and safety equipment – specialised hand tools – standard plant equipment and machinery – non-standard plant, equipment and machinery to suitable operations.

	<p>2.4 Describe how to record checks on the suitability of the following plant, equipment or machinery:</p> <ul style="list-style-type: none"> – static – mobile – accessories – consumables – health and safety equipment – specialised hand tools – standard plant equipment and machinery – non-standard plant, equipment and machinery
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Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
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 Identify hazards and assess risks arising from the use of plant, equipment or machinery and record and implement measures that protect people and the environment using at least three of the following measures: <ul style="list-style-type: none"> – methods of work – risk assessments – safe use and storage of tools, equipment and materials – traffic control – emergency plans.
	3.2 Explain how to identify hazards and assess risks arising from the use of the following plant, equipment or machinery and record findings: <ul style="list-style-type: none"> – static – mobile – accessories – consumables – health and safety equipment – specialised hand tools – standard plant equipment and machinery – non-standard plant, equipment and machinery.
	3.3 Describe methods of implementing measures that protect people and the environment by using the following: <ul style="list-style-type: none"> – methods of work – risk assessments – safe use and storage of tools, equipment and materials – traffic control – emergency plans.
4 Maintain records of how and when plant, equipment or machinery was utilised during the project.	4.1 Complete and maintain records of how and when plant, equipment or machinery was used and how it was utilised.
	4.2 Describe how to maintain the following records of how and when the plant, equipment or machinery was used on site: <ul style="list-style-type: none"> – delivery notes – allocation details – location details – movement details – usage details – maintenance checks – despatch notes – certifications.
	4.3 Give reasons for the need to keep records on plant, equipment or machinery use.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Recommend alternative types of plant, equipment or machinery to decision makers when existing plant, machinery or equipment is deemed less suitable for use on site.	5.1 Examine existing plant, equipment or machinery which has been deemed less suitable and identify alternative types that would be suitable for the intended work.
	5.2 Make recommendations to decision makers regarding the use of alternative types of plant, equipment or machinery for use on site and record the outcomes.
	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 Explain how best to recommend alternative plant, equipment or machinery to the following: <ul style="list-style-type: none"> – decision makers – plant specialists – buyers – plant, equipment and machinery suppliers.
6 Issue instructions for the use of plant, equipment or machinery to operators.	6.1 Provide instructions to plant, equipment or machinery operators, that follow statutory and manufacturer's requirements.
	6.2 Keep records of the instructions issued to the operators using the plant, equipment or machinery.
	6.3 Explain how to issue and record the instructions and guidance provided to plant, equipment or machinery operators.
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 have the correct training and certification for the relevant types of machinery they will be operating and keep records.
	7.2 Monitor relevant plant operation activities to ensure that they are working safely.
	7.3 Explain how to check, record and confirm an operator's training certification, abilities competence and authorisation to use plant, equipment or machinery.
	7.4 Give reasons why plant, equipment or machinery operations should be monitored and describe effective methods on how this can be done.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
8 Ensure the appropriate storage, servicing and maintenance of plant, equipment or machinery meets organisational requirements	8.1 Arrange and record the appropriate 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 organisational requirements: <ul style="list-style-type: none"> – health, safety and welfare of the workforce and others – operational efficiency – security of resources – obligations to third parties – regulatory authorities – contractual requirements.
	8.3 Explain how to ensure plant, equipment or machinery is stored, serviced and maintained in accordance with the following organisational requirements: <ul style="list-style-type: none"> – health, safety and welfare of the workforce and others – operational efficiency – security of resources – obligations to third parties – regulatory authorities – contractual requirements.
9 Inform decision makers when plant, equipment or machinery is no longer required.	9.1 Establish when plant, equipment or machinery has completed the intended work and is no longer required.
	9.2 Notify decision makers when plant, equipment or machinery is no longer required and maintain records.
	9.3 Describe the methods and techniques for informing decision makers and equipment suppliers when plant, equipment or machinery is no longer required.
	9.4 Explain why decision makers, plant specialists, buyers, plant machinery and equipment suppliers need to be informed when plant, equipment or machinery is no longer required and why records need to be maintained.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40
Assessment Time	10

Title:	Maintaining supplies of materials to meet project requirements in the workplace	
Unit Number:	L/650/0886	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Supervise the storage and use of materials and components so that material handling and movement is efficient, and wastage minimised.	1.1	Supervise the storage and use of at least one of the following materials and components so that material handling and movement is recorded, efficient and wastage is minimised: <ul style="list-style-type: none"> – raw materials – manufactured materials – components – prefabricated systems
	1.2	Explain how to supervise storage areas and facilities for the following material and component supplies so that they are effective for the project: <ul style="list-style-type: none"> – raw materials – manufactured materials – components – prefabricated systems.
	1.3	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	Calculate and keep accurate stock control records, using at least one of the following, and pass the information onto decision makers: <ul style="list-style-type: none"> – manual – electronic.
	2.2	Describe different methods and techniques for calculating and keeping accurate manual and electronic records of deliveries and stock position.
	2.3	Explain why accurate records of deliveries, calculations and stock position should be kept.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Identify and record problems with supply, discuss the information with suppliers of materials and pass on to decision makers.	3.1 Identify and record problems with supply of at least four of the following, discuss the information with suppliers of materials and pass it on to decision makers: <ul style="list-style-type: none"> – price – quantity – quality – 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 how to identify the following problems with supply: <ul style="list-style-type: none"> – price – quantity – quality – 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.
	3.3 Explain how to discuss problems with suppliers of the following materials: <ul style="list-style-type: none"> – raw materials – manufactured materials – components – prefabricated systems
	3.4 Describe ways of passing on information about problems with supply to decision makers.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
4 Check stock records regularly and calculate what replacement stock will be needed.	4.1 Check stock records regularly and calculate what replacement stock will be needed and record the outcomes.
	4.2 Explain how to calculate the following stock turnover processes for a project: <ul style="list-style-type: none"> – usage rates – initial impressed – just-in-time systems – call or draw-down systems.
	4.3 Describe how to check stock records in order to calculate replacement stock requirements.
5 Identify opportunities for improving the use of stock and stock turnover and recommend improvements to decision makers.	5.1 Identify and record possible opportunities to improve the use of stock and stock turnover.
	5.2 Make recommendations to decision makers that could improve the use of stock and stock turnover.
	5.3 Explain how to identify opportunities to improve the use of stock.
	5.4 Explain possible ways and means of identifying opportunities for improving the following stock turnover processes: <ul style="list-style-type: none"> – usage rates – initial impressed – just-in-time systems – call or draw-down systems.
	5.5 Describe how to make recommendations for improvements to decision makers.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30
Assessment Time	10

Title:	Implementing communication systems for the projects in the workplace	
Unit Number:	M/650/0887	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Implement organisational communication systems for projects.	1.1	Implement and record the organisational and communication systems for the project for four of the following: <ul style="list-style-type: none"> – site management – site or head office interface – contract administration – health, safety, welfare, wellbeing and environment – project team – sharing of project data – contractors and sub-contractors – the client, customer or their representative.
	1.2	Describe how to implement organisational and communication systems for the project in relation to: <ul style="list-style-type: none"> – site management – site or head office interface – contract administration – health, safety, welfare, wellbeing and environment – project team – sharing of project data – contractors and sub-contractors – the client, customer or their representative.
2 Maintain methods of communication, reporting, recording and retrieving information between stakeholders, that may have an interest, appropriate to the needs of the project	2.1	Maintain communication systems by confirming the methods of communication, reporting, recording and retrieving information with at least three of the following stakeholders: <ul style="list-style-type: none"> – the client, customer or their representative – consultants – contractors – sub-contractors – third parties – public utilities – emergency services – visitors – statutory authorities.
	2.2	Explain how to maintain oral, written, graphic and electronic methods of communication between the following stakeholders: <ul style="list-style-type: none"> – the client, customer or their representative – consultants – contractors – sub-contractors – third parties – public utilities – emergency services – visitors – statutory authorities.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>2.3 Describe how to report, record and retrieve oral, written, graphic and electronic communication information in accordance with organisational requirements.</p> <p>2.4 Give reasons why methods of oral, written, graphic and electronic communication between stakeholders needs to be maintained.</p>
<p>3 Investigate evidence of procedural change to communication methods implementing the actions taken.</p>	<p>3.1 Identify, investigate and record evidence of procedural change in at least two of the following communication methods:</p> <ul style="list-style-type: none"> – oral – written – graphic – electronic <p>3.2 Record the actions taken following the identification and investigation of procedural changes</p> <p>3.3 Explain how to confirm procedural changes made through oral, written, graphic and electronic communication.</p>
<p>4 Implement organisational systems to record and provide feedback.</p>	<p>4.1 Implement an organisational system that allows feedback to be provided and recorded.</p> <p>4.2 Explain methods on how to collect feedback on oral, written, graphic and electronic communication systems.</p> <p>4.3 Describe how to use feedback to identify ways of improving oral, written, graphic and electronic communication.</p>

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	20
Assessment Time	10

Title:	Maintaining the dimensional accuracy of work in the workplace	
Unit Number:	R/650/0888	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Ensure the workforce is provided with sufficient clear and accurate information to enable them to position, align or level the work.	1.1	Ensure the workforce is provided with clear and accurate dimensional information to enable them to position, align or level the work from at least four of the following: <ul style="list-style-type: none"> – lines – levels – angles – distances – curves – position – setting out points – loads – centres of gravity.
	1.2	Explain how to provide clear and accurate information on the following dimensional controls: <ul style="list-style-type: none"> – lines – levels – angles – distances – curves – position – setting out points – loads – centres of gravity.
	1.3	Describe how to ensure the dimensional information is sufficient for the task.
2 Ensure that organisational checks on the dimensional controls have been carried out and record results to meet quality standards.	2.1	Confirm organisational checks have been carried out on the dimensional controls and are recorded to meet the quality standards of the project.
	2.2	Describe how to record and confirm organisational checks have been carried out on the following dimensional controls to meet quality standards of the project: <ul style="list-style-type: none"> – lines – levels – angles – distances – curves – position – setting out points – loads – centres of gravity.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Identify any deviations in positions, alignments or levels and take corrective actions promptly correct them.	3.1 Establish and confirm any deviations in position, alignment or level from given standards for at least one of the following: <ul style="list-style-type: none"> – transfer of lines and levels – position – calculations – given information.
	3.2 Undertake corrective 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 how to implement corrective action as a result of dimensional deviations arising from: <ul style="list-style-type: none"> – incorrect lines and levels – position – calculations – given information.
4 Implement revised work practices and procedures to minimise deviations and to allow for different circumstances and conditions.	4.1 Implement and record revised work practices and procedures to minimise deviations and to allow for at least one of the following circumstances and conditions: <ul style="list-style-type: none"> – working environment – unforeseen events – planned events.
	4.2 Explain how to implement revised work practices and procedures for dimensional controls to minimise deviations.
	4.3 Explain how to implement and record revised procedures for the following circumstances and conditions: <ul style="list-style-type: none"> – working environment – unforeseen events – planned events.
	4.4 Give reasons why work procedures and practices should be revised to minimise further deviation.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40
Assessment Time	10

Title:	Controlling work against agreed quality standards in the workplace	
Unit Number:	T/650/0889	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Confirm quality standards from available information before work starts.	1.1	Extract quality information from at least three of the following information sources to confirm quality standards before work commences: <ul style="list-style-type: none"> – organisational requirements – project specifications – British Standards – International Standards – Codes of Practice – sustainability requirements – trade advisory guidance and best practice – benchmarks and key performance indicators.
	1.2	Ensure that the following responsible stakeholders receive the appropriate information on quality standards and their implementation before work starts: <ul style="list-style-type: none"> – the client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – internal management
	1.3	Explain how to confirm the following quality standards: <ul style="list-style-type: none"> – organisational requirements – project specifications – British Standards – International Standards – codes of practice – sustainability requirements – trade advisory guidance and best practice – benchmarks and key performance indicators.
	1.4	Explain procedures that can be used to ensure that the responsible stakeholders receive appropriate information on quality standards prior to the commencement of work.
	1.5	Explain different ways of ensuring that the responsible stakeholders implement appropriate quality standards before work commences.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
2 Communicate the responsibilities that individuals have for maintaining quality.	2.1 Identify the relevant individuals responsible for maintaining quality standards for the work or task.
	2.2 Clearly record and communicate to the relevant individuals, their responsibilities in maintaining quality standards for the work or task.
	2.3 Describe how best to communicate to individual's their responsibilities for maintaining quality standards.
3 Implement systems to inspect and control the quality of work and record the outcomes.	3.1 Implement systems for inspecting and controlling the quality of the work and record the outcomes for at least six of the following: <ul style="list-style-type: none"> – 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 the findings of inspections carried out, following organisational procedures and compare with agreed quality standards for the work.
	3.3 Explain how to implement, inspect and record systems for controlling the quality of work relating to the methods of construction and materials, components and their use.
	3.4 Outline different ways of recording findings obtained from quality inspections.
	3.5 Give reasons why implementing a system that controls and records the quality of the work relating to methods of construction, materials, components and their use is needed.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
4 Implement specified checks to ensure that work conforms to the design requirements and the agreed quality standards.	4.1 Implement specified checks and record that work conforms to the agreed quality standards.
	4.2 Describe how to check that the work relating to methods of construction and materials, components and their use conforms to the design requirements and specified quality standards.
	4.3 Explain the potential risks of works impacting on the cultural significance of the historic environment.
	4.4 Describe any specific requirements for buildings and structures of traditional (pre- 1919) construction or of architectural, historical or archaeological significance
5 Identify work and materials which do not conform to the specified quality standards and implement corrective action.	5.1 Identify non-conformity and apply corrective actions to faults relating to methods of construction and materials, components and their use.
	5.2 Explain how to identify work relating to methods of construction and materials, components and their use which does not conform to the requirements and quality standards.
	5.3 Describe measures that should be taken to identify the required corrective actions when it has been discovered that work does not meet the quality standards requirements.
6 Identify and report variations in quality and their programme and safety implications.	6.1 Identify variations in quality and their programme and safety implications.
	6.2 Identify and report the proposed solutions to decision makers which will enable work to meet agreed quality standards, programme and safety requirements.
	6.3 Explain when and how decision makers should be informed about variations in quality standards, programmes and possible safety implications.
	6.4 Explain how to suggest improvements to decision makers about variations in quality and the potential impact on the programme and safety.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Implement improvements from feedback received and recommend them to stakeholders.	7.1 Collate feedback on the quality of work being undertaken and record the feedback received.
	7.2 Evaluate the feedback received and identify any improvements that can be implemented as a result.
	7.3 Communicate the suggestions for improvements from feedback received to stakeholders and record the outcomes.
	7.4 Explain how to implement suggestions and record outcomes in quality from feedback received.
	7.5 Explain how to make recommendations and improvements in quality to stakeholders.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30
Assessment Time	10

Title:	Contributing to the control of work quantities and costs in the workplace	
Unit Number:	D/650/0890	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Contribute to your organisational requirements in relation to controlling work quantities and costs.	1.1	Contribute to your organisational requirements in relation to controlling quantity and costs.
	1.2	Describe how to implement systems to control works quantities and costs according to organisational requirements in relation to: <ul style="list-style-type: none"> – accurate take-off schedules – organisational waste targets – recording receipt, usage and wastage of materials – on and off hirer of tools and equipment – use of consumables – transport.
	1.3	Explain how to use systems implemented to provide early indication warnings of potential issues.
2 Collate, evaluate and report quantities and cost data, passing it on, in time, to people who need to use the data.	2.1	Collate and record work quantities and cost data in relation to at least three of the following: <ul style="list-style-type: none"> – materials – plant, machinery and equipment – workforce – sub-contractors – recorded works – programme and schedules.
	2.2	Evaluate and report work quantities and cost data to relevant people following organisational procedures.
	2.3	Explain how to collect and record work quantities and cost data relating to: <ul style="list-style-type: none"> – materials – plant, machinery and equipment – workforce – sub-contractors – recorded works – programme and schedules.
	2.4	Describe how to report work quantities and cost data, to those who need it, in time, to be able to use the data.
	2.5	Give reasons why quantities and cost data needs to be collected and recorded.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Identify opportunities for cost savings and recommend findings to the people responsible.	3.1 Identify and record at least two of the following opportunities for cost savings: <ul style="list-style-type: none"> – waste reduction – resource management and logistics – applications of new technologies and materials – energy and utility management – receipt and use of materials – alternative sources and types of materials – alternative suppliers of labour, materials and equipment – document control and record keeping – alternative methods of work
	3.2 Communicate and report the suggested cost savings to the relevant people responsible.
	3.3 Explain how to identify and report opportunities for cost savings relating to: <ul style="list-style-type: none"> – waste reduction – resource management and logistics – applications of new technologies and materials – energy and utility management – receipt and use of materials – alternative sources and types of materials – alternative suppliers of labour, materials and equipment – document control and record keeping – alternative methods of work.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>4 Investigate variations and agree and implement appropriate corrective actions with those responsible.</p>	<p>4.1 Examine relevant work activities to identify variations in quantities and costs.</p>
	<p>4.2 Investigate any variations to work cost or quantities, record the outcomes and implement the appropriate corrective actions in relation to one of the following:</p> <ul style="list-style-type: none"> – restore progress in accordance with agreed programme – agree new completion date(s) – identify potential variation – secure additional resource(s) – alter planned work.
	<p>4.3 Agree the corrective actions with the people responsible.</p>
	<p>4.4 Describe how to review variations in works quantities and costs.</p>
	<p>4.5 Explain methods and techniques for agreeing and implementing the following corrective actions with the following people responsible:</p> <p>Corrective action:</p> <ul style="list-style-type: none"> – restore progress in accordance with agreed programme – agree new completion dates – identify potential variation – secure additional resources – alter planned work <p>People Responsible:</p> <ul style="list-style-type: none"> – the client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – internal management

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30
Assessment Time	10

Title:	Coordinating preparation for site operations in the workplace	
Unit Number:	H/650/0892	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Identify and use relevant information to prepare the project plans, clarify any unclear information and update for production planning purposes.	1.1	Identify, record and use relevant information, from at least four of the following sources of information used in preparing project plans: <ul style="list-style-type: none"> – survey reports – design documents – contractual documents – statutory consents – planning information – health, safety and environmental plans – risk assessments and method statements – programmes – records about the competence of people – sub-contractor arrangements and attendance – safe systems of work.
	1.2	Seek clarification about any unclear information and update it for production planning purposes as necessary.
	1.3	Explain ways of identifying and sourcing the following relevant information: <ul style="list-style-type: none"> – survey reports – design documents – contractual documents – statutory consents – planning information – health, safety and environmental plans – risk assessments and method statements – programmes – records about the competence of people – sub-contractor arrangements and attendance – safe systems of work.
	1.4	Explain the possible methods and techniques for clarifying unclear information.
	1.5	Explain how to update information for production planning purposes and how to use the relevant information sourced.
	1.6	Give reasons why it is important to plan productivity using project planning information.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>2 Identify factors which may affect proposed works or operations and pass onto the people who may be affected.</p>	<p>2.1 Identify and record at least four of the following factors which might affect the proposed works:</p> <ul style="list-style-type: none"> – occupiers – near neighbours – public access – site conditions – environmental considerations – vehicular access and egress – security and trespass – public utilities – heritage issues – archaeological – temporary works.
	<p>2.2 Summarise the findings and inform people who may be affected, the issues that are affecting work or operational programmes.</p>
	<p>2.3 Explain how to identify the following factors that may might affect the proposed works:</p> <ul style="list-style-type: none"> – occupiers – near neighbours – public access – site conditions – environmental considerations – vehicular access and egress – security and trespass – public utilities – heritage issues – archaeological – temporary works.
	<p>2.4 Explain ways of accurately describing and summarising factors about the proposed works.</p>
	<p>2.5 Describe how best to inform people who need to know about factors affecting the works.</p>
	<p>2.6 Explain why it is important to identify factors affecting the planned works and inform relevant people.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Confirm access points for sites and works or operations which are safe including works traffic and pedestrian segregation which minimise disruption.	3.1 Carry out site layout consultations to identify safe access points for the site and works, including works traffic and pedestrian segregation.
	3.2 Agree and confirm safe access points that will maintain safety and minimise disruption.
	3.3 Explain how to confirm safe access points in relation to the site layout for operational purposes and works regarding the following: <ul style="list-style-type: none"> – storage – temporary accommodation – work areas – plant – temporary services – access and egress – security – continuing use by occupiers – waste management – environmental control – provision for pre-fabricated components systems – existing fabric
	3.4 Explain how to establish access points that are safe and cause minimum disruption and segregation points for various projects or operations.
	3.5 Explain how to segregate works traffic and pedestrians.
	3.6 Give reasons as to why you need to minimise disruption and segregate works traffic and pedestrians.
4 Confirm arrangements for adequate site safety, welfare and security before work or operations start, and throughout the construction programme.	4.1 Implement checks and confirm arrangements for site safety, welfare and security before work starts.
	4.2 Implement regular checks to confirm arrangements for site safety, welfare and security throughout the duration of the works.
	4.3 Explain how to confirm arrangements for site safety, welfare and security before work starts and throughout the duration of the works.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Confirm available resources for projects or operations before work starts.	5.1 Confirm and record at least four of the following resources for relevant projects or operations: <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.
	5.2 Explain how to confirm that the following resources are available and correct for projects or operations before work starts: <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.
6 Implement the site or work area layout plans for operational purposes and inform the relevant people who will be working onsite.	6.1 Implement the considerations given to at least four of the following in relation to the site layout for operational purposes: <ul style="list-style-type: none"> – storage – temporary accommodation – work areas – plant – temporary services – access and egress – security – continuing use of occupiers – waste management – environmental control – provision for pre-fabricated components and systems – existing fabric.
	6.2 Communicate that information about site or working area layout plans to people who will be working on site and record the relevant information provided.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>6.3 Explain ways of establishing facilities for the following to ensure the site layout is suitable for operational purposes:</p> <ul style="list-style-type: none"> – storage – temporary accommodation – work areas – plant – temporary services – access and egress – security – continuing use of occupiers – waste management – environmental control – provision for pre-fabricated components and systems – existing fabric.
	<p>6.4 Explain how to inform people who will be working on the site about the plans sourced from the following:</p> <ul style="list-style-type: none"> – survey reports – design documents – contractual documents – statutory consents – planning information – health, safety and environmental plans – risk assessments and method statements – programmes – records on the competence of people – sub-contractor arrangements and attendance – safe systems of work.
<p>7 Implement the storage and use of materials, equipment, components and consumables so that materials handling and movement is efficient and wastage is minimised.</p>	<p>7.1 Implement systems that allow the safe and efficient storage and use of materials, equipment, components and consumables and record the arrangements.</p>
	<p>7.2 Ensure that materials, equipment, components and consumables are handled and moved safely and efficiently, and that wastage is minimised.</p>
	<p>7.3 Explain possible methods and procedures for implementing effective storage areas and facilities for material supplies so that material handling and movement is efficient.</p>
	<p>7.4 Explain how to implement the use of materials, equipment, components and consumables to minimise wastage.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
8 Place and maintain notices which provide accurate information about the works and which conform to organisational requirements.	8.1 Position accurate notices about the work or operations that conform to organisational requirements.
	8.2 Maintain placed notices whilst ensuring that they are relevant to ongoing work programmes or operations.
	8.3 Describe where to place notices that provide accurate information for the workforce.
	8.4 Explain methods that ensure relevant notices conform to organisational 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 the work will start, how long it will take and when it will be finished.	9.1 Provide and record people affected by project works or operations with information about when works or operations will start, expected durations and planned finishing or completion dates.
	9.2 Explain how to give adequate notice to all the relevant people about when the work will start, how long it will take and when it will finish,
	9.3 Explain how to communicate adequate notice to relevant people about the proposed time scales of the works.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	20
Assessment Time	10

Title:	Allocating work and monitoring people's performance in the workplace	
Unit Number:	J/650/0893	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Confirm the programmes, and schedules, identify priorities and critical activities, and plan how the work will be undertaken.	1.1	Confirm the proposed programmes and schedules with those responsible.
	1.2	Identify and record the priorities and critical activities and devise a plan on how the work will be undertaken.
	1.3	Explain how to identify priorities and critical activities in programmes and schedules.
	1.4	Describe how to confirm the following: <ul style="list-style-type: none"> – programmes – critical activities – action lists – method statements – risk assessments.
	1.5	Explain how to plan the work to be undertaken.
2 Allocate work to team members, taking into account their skills, knowledge and experience.	2.1	Evaluate and assign work to team members fairly taking into account their skills, knowledge, experience and workload.
	2.2	Brief the team members on the work they have been assigned and record the outcomes.
	2.3	Explain how to allocate work fairly to team members taking into account their skills, knowledge, experience and current workload.
3 Check the validity of team member's documentation	3.1	Carry out checks of team members' industry certification cards, competence schemes, qualifications, certificates and training to verify their validity.
	3.2	Describe how to use card checking systems, applications and online databases to verify the validity of the following: <ul style="list-style-type: none"> – industry certification cards – competence schemes – qualifications – certificates – training.
	3.3	Explain why it is important to verify the validity of any presented documentation prior to a team member entering site and commencing work.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
4 Brief team members on the quality standards and outcomes expected	4.1 Brief team members on the quality standards and outcomes expected from them.
	4.2 Explain how to brief team members about the following quality standards or outcomes expected: <ul style="list-style-type: none"> – statutory requirements – project specifications – British Standards – International Standards – Codes of practice – organisational standards – manufacturer’s technical information and product data sheets – benchmarks or key performance indicators.
5 Monitor both the progress and quality of the work	5.1 Monitor and record both the progress and the quality of work being undertaken.
	5.2 Explain how to check the progress of work against the following: <ul style="list-style-type: none"> – programmes and schedules – critical activities – action lists – method statements – risk assessments.
	5.3 Explain how to check work against the following required quality standards and expected outcomes: <ul style="list-style-type: none"> – statutory requirements – project specifications – British Standards – International Standards – Codes of practice – organisational standards – manufacturer’s technical information and product data sheets – benchmarks or key performance indicators.
	5.4 Explain why it is important to check the progress of work and standards of quality.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
6 Provide prompt and constructive feedback.	6.1 Provide prompt and constructive feedback to those undertaking the work.
	6.2 Explain how to provide constructive feedback to team members on the progress of work and standards of quality by using the following: <ul style="list-style-type: none"> – formal appraisal – interim appraisal – verbal report – written report – references
7 Motivate team members to complete the work they have been allocated and provide additional support.	7.1 Motivate team members to complete the work they have been allocated.
	7.2 Review and provide additional support where needed to team members
	7.3 Explain how to motivate team members using the following: <ul style="list-style-type: none"> – inspire – stimulate – prompt – encourage – incentivise.
	7.4 Explain how to provide additional support for the following: <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utilities.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
8 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.	8.1 Identify and record unacceptable or poor performance for given work activities.
	8.2 Discuss the causes of poor performance with team members.
	8.3 Agree and record ways of improving performance with team members.
	8.4 Describe how to identify unacceptable or poor performance.
	8.5 Detail methods of discussing the following cause(s) of poor performance with team members: <ul style="list-style-type: none"> – external factors – internal factors – social factors – personal circumstances – skills and knowledge deficiencies – lack of support – lack of resources.
	8.6 Interpret how best to agree performance improvement measures with team members.
	8.7 Explain how to recognise the causes of workplace behaviours, negative and positive in self and others.
	8.8 State why you need to identify and act upon unacceptable or poor performance.
9 Recognise exceptional performance by individuals and/or by the team and advise stakeholders.	9.1 Recognise exceptional performance, record the praise and recognition provided to individuals and the team.
	9.2 Advise stakeholders of successes.
	9.3 Explain how to recognise exceptional performance by individuals and the team.
	9.4 Explain how to advise stakeholders of successes: <ul style="list-style-type: none"> – the client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40
Assessment Time	10

Title:	Enabling learning opportunities in the workplace	
Unit Number:	K/650/0894	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Promote the benefits of accessing learning by giving positive and constructive feedback on work performance regularly.	1.1	Analyse individual and collective work performances of team members on various activities.
	1.2	Regularly provide positive and constructive feedback on individual and collective work performances in order to encourage individuals to access learning.
	1.3	Record the outcomes of discussions and actions in accordance with organisational requirements.
	1.4	Provide team members with collective and individual reasons that promote the benefits of continual learning and self-development.
	1.5	Describe the different techniques that can be used to promote benefits of learning to individuals and groups.
	1.6	Explain how to give positive and constructive feedback regularly to teams and to individuals.
	1.7	Explain why it is important to record the outcomes of discussions and actions in accordance with organisational requirements.
2 Work with the team to identify and prioritise learning needs and identify and obtain information on a range of possible learning activities.	2.1	Communicate with the team to identify, prioritise and record learning needs.
	2.2	Obtain learning information on a range of possible learning activities for at least two of the following: <ul style="list-style-type: none"> – formal – coached – mentored – continuous professional development.
	2.3	Explain how to work with teams in order to identify and prioritise learning needs based on current skills and knowledge, learning activities undertaken and learning objectives to be achieved.
	2.4	Outline how to identify resource requirements for development and timescales.
	2.5	Explain how to obtain information on the following range of learning activities: <ul style="list-style-type: none"> – formal – coached – mentored – continuous professional development

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Discuss and plan development needs with team members.	3.1 Communicate effectively and plan development needs with team members, including but not limited to all of the following key points: <ul style="list-style-type: none"> – current skills and knowledge – learning activities undertaken – learning objectives to be achieved – resource requirements for development – timescales.
	3.2 Agree and record development needs with team members in accordance with organisational requirements.
	3.3 Explain how to communicate, agree and record development needs with team members in accordance with organisational requirements including but not limited to the following: <ul style="list-style-type: none"> – current skills and knowledge – learning activities undertaken – learning objectives to be achieved – resource requirements for development – timescales.
4 Support team members in undertaking learning activities by making efforts to overcome barriers to learning.	4.1 Provide relevant assistance and support to individuals and the team when undertaking learning activities
	4.2 Identify any relevant barriers to an individual's learning and take actions to help them overcome them.
	4.3 Explain how to support team members and maintain records for them when undertaking the following learning activities: <ul style="list-style-type: none"> – formal – coached – mentored – qualifications – continuous professional development opportunities.
	4.4 Describe the ways of identifying barriers to learning for both individuals and teams.
	4.5 Explain how barriers to learning for individuals and teams can be overcome.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Communicate the outcomes of the learning activity undertaken with team members to ensure the desired outcomes have been achieved and organisational standards have been maintained.	5.1 Communicate the outcomes of the learning activities undertaken by individuals and the team to ensure organisational standards are maintained.
	5.2 Map the learning outcomes from completed learning programmes against the team and individual's pre-identified learning needs.
	5.3 Check that outcomes have been achieved and recorded and a thorough evaluation of the learning activity, post completion, is formally assessed and fed back by team members.
	5.4 Explain how to work with team members to evaluate learning activities undertaken.
	5.5 Describe how to ensure desired outcomes from learning activities have been achieved and recorded through completion of the following documents: <ul style="list-style-type: none"> – formal appraisal – interim appraisal – written report – references – organisational standard evaluation form.
6 Update development plans with team members and ensure records of plan are kept updated.	6.1 Review team members individual development plans and contribute towards them, amend the plans following completed learning activities and/or identified learning needs.
	6.2 Ensure records of the development plans are kept updated and communicated with team members.
	6.3 Explain how to update development plans with team members by contributing towards learning plans in accordance with organisational requirements.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40
Assessment Time	20

Title:	Contributing to the identification of a work team in the workplace	
Unit Number:	L/650/0895	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Identify any significant factors which will affect the number, type and availability of people and services.	1.1	Examine, identify and record any significant factors which will affect the number, type and availability of people and services including but not limited to: <ul style="list-style-type: none"> – location – cost – time – skills, experience and knowledge – availability – compatibility – training and development requirements
	1.2	Explain how to identify the following significant factors which will affect numbers, types and availability of people or services including technical staff, sub-contractors, specialist services and operatives: <ul style="list-style-type: none"> – location – cost – time – skills, experience and knowledge – availability – compatibility – training and development requirements
2 Evaluate and record the quality and reliability of people or services, and notify relevant stakeholders.	2.1	Undertake an evaluation and record the quality and reliability of the following people or services: <ul style="list-style-type: none"> – technical staff – sub-contractors – specialist services – operatives.
	2.2	Inform stakeholders of the outcomes of quality and reliability checks made on relevant people or services.
	2.3	Describe how best to evaluate and record the quality and potential reliability of people or services including: <ul style="list-style-type: none"> – technical staff – sub-contractors – specialist services – operatives.
	2.4	Explain typical ways and techniques of circulating results from evaluations of quality and potential reliability to relevant stakeholders.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Negotiate and agree proposals which are likely to produce an effective team membership.	3.1 Negotiate with people or service providers to identify and obtain the required technical staff, sub-contractors, specialist services and operatives for your team.
	3.2 Consult with people or service providers selected as meeting programme requirements and agree proposals for their effective participation with relevant projects.
	3.3 Confirm team members on relevant projects with selected people or service providers.
	3.4 Explain factors that allow proposals to be agreed for team membership from selected people or service providers.
	3.5 Explain how to negotiate to get the appropriate people or services including: <ul style="list-style-type: none"> – technical staff – sub-contractors – specialist services – operatives.
4 Follow rules and organisational procedures for obtaining people and services.	4.1 Ensure the following organisational procedures for obtaining people and services are followed: <ul style="list-style-type: none"> – contractual – right to work – codes of practice – industry certification cards, competence schemes, qualifications, certificates and training – insurance.
	4.2 Explain how to ensure organisational procedures for obtaining people and services are followed, including but not limited to: <ul style="list-style-type: none"> – contractual – right to work – codes of practice – industry certification cards, competence schemes, qualifications, certificates and training – insurance.
	4.3 Give reasons on why you must work within organisational procedures when identifying teams.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	20
Assessment Time	10

Title:	Planning highways maintenance and repair activities in the workplace	
Unit Number:	M/650/0896	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Confirm and record the work requirements of planning highway maintenance activities on controlled roads.	1.1	<p>Confirm and record the work requirements for at least two of the following maintenance activities: and at least five of the following repair activities on controlled roads:</p> <p>Maintenance Activities:</p> <ul style="list-style-type: none"> – scheduled and preventative – corrective – emergency. <p>Repair Activities:</p> <ul style="list-style-type: none"> – structure – surface – materials – markings – fittings – power and light – drainage – telecommunications – special services and equipment – landscaping – temporary traffic management – fencing – vehicle restraint systems – signs – lighting columns and traffic control equipment.
	1.2	Explain how work requirements for controlled roads and their scheduled and preventative, corrective and emergency maintenance or repair can be confirmed.
	1.3	Explain who needs to be consulted when confirming work requirements.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>1.4 Describe how to confirm the work requirements for the following work activities:</p> <p>Repair activities</p> <ul style="list-style-type: none"> – structure – surface – materials – markings – fittings – power and light – drainage – telecommunications – special services and equipment – landscaping – temporary traffic management – fencing – vehicle restraint systems – signs – lighting columns and traffic control equipment.
<p>2 Identify and review influencing factors about the work environment.</p>	<p>2.1 Consider at least three of the following influencing factors relating to the work environment:</p> <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – stakeholder requirements – working requirements – environmental considerations.
	<p>2.2 Examine how to identify and review the following influencing factors:</p> <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – stakeholder requirements – working requirements – environmental considerations.
	<p>2.3 Examine how influencing factors can be identified and what different methods can be used to review them when planning maintenance or repair activities on controlled roads.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Consult with guidance materials.	3.1 Consult at least two of the following guidance materials and record the outcomes: <ul style="list-style-type: none"> – manufacturer’s instructions under the Construction Product Regulations – log books – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance.
	3.2 Explain how to identify and review the following guidance materials: <ul style="list-style-type: none"> – manufacturer’s instructions under the Construction Product Regulations – log books – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance.
	3.3 Explain how to review risk assessments and method statements and use that information to inform the planned work.
	3.4 Describe how to record the outcome from consulting the guidance materials, risk assessments and method statements.
	3.5 Examine when and how to consult manufacturer’s instructions under the construction product regulations.
4 Prioritise and record the maintenance activities by assessing and accounting for all the influencing factors.	4.1 Prioritise and record the maintenance activities by assessing and accounting for all of the following influencing factors: <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental consideration – weather conditions.
	4.2 Describe how to assess and account for the following influencing factors: <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental consideration – weather conditions.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	4.3 Explain how to prioritise scheduled and preventative, corrective and emergency maintenance activities.
5 Amend priorities to take account of changing circumstances whilst maintaining consistency.	5.1 Review and update pre-determined maintenance or repair priorities, considering the following changing circumstances whilst maintaining consistency with the influencing factors: <ul style="list-style-type: none"> – 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.
	5.2 Explain how to account for the following changing circumstances: <ul style="list-style-type: none"> – 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.
	5.3 Explain how to amend priorities when reviewing the following influencing factors: <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations.
	5.4 Assess the different types of temporary traffic management for all controlled roads.
	5.5 Analyse the potential risks of works impacting on the cultural significance of the historic environment.
	5.6 Evaluate the specific requirements for building and structures of traditional (pre 1919) construction or of architectural, historical or archaeological significance.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
6 Prepare plans or schedules of maintenance activities and negotiate and agree them with decision makers.	6.1 Prepare plans or schedules for at least two of the following maintenance activities: <ul style="list-style-type: none"> – regular programmes – tendered works – responsive works – cost estimated works – winter maintenance – traffic maintenance (signing, lighting and guarding) – temporary traffic management (on motorways and high speed dual carriageways) – risk assessments and method statements.
	6.2 Negotiate and agree the proposed plans or schedules with decision makers.
	6.3 Explain how plans and schedules can be prepared for scheduled and preventative, corrective and emergency maintenance activities.
	6.4 Explain how to negotiate and agree plans and schedules with decision makers.
7 Prepare risk assessments and method statements.	7.1 Prepare risk assessments and method statements for three of the following: <ul style="list-style-type: none"> – structure – surface – materials – markings – fittings – power and light – drainage – telecommunications – special services and equipment – landscaping – temporary traffic management – fencing – vehicle restraint systems – signs – lighting columns and traffic control equipment.
	7.2 Explain the best approach to preparing risk assessments and method statements.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>7.3 Describe how to identify and rate the range of risks for the following:</p> <ul style="list-style-type: none"> – structure – surface – materials – markings – fittings – power and light – drainage – telecommunications – special services and equipment – landscaping – temporary traffic management – fencing – vehicle restraint systems – signs – lighting columns and traffic control equipment.
	<p>7.4 Describe why preparing risk assessments and method statements is required.</p>
	<p>7.5 Explain why it is important to identify and rate risks.</p>
<p>8 Prepare plans and schedules.</p>	<p>8.1 Prepare plans and schedules for two of the following maintenance activities:</p> <ul style="list-style-type: none"> – winter maintenance – traffic maintenance (signing, lighting and guarding) – temporary traffic management (on motorways and high-speed dual carriageways) <p>8.2 Explain how to prepare plans and schedules for the following maintenance activities:</p> <ul style="list-style-type: none"> – winter maintenance – traffic maintenance (signing, lighting and guarding) – temporary traffic management (on motorways and high-speed dual carriageways)

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30
Assessment Time	10

Title:	Supervising highways maintenance or repair activities in the workplace	
Unit Number:	R/650/0897	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Supervise programmed maintenance or repair activities which will minimise disruption and maintain optimum performance.	1.1	<p>Undertake supervision duties for at least two of the following programmed maintenance activities and five of the following repair activities on controlled roads which will minimise disruption and maintain optimum performance:</p> <p>Maintenance activities:</p> <ul style="list-style-type: none"> – scheduled and preventative – corrective – emergency. <p>Repair activities:</p> <ul style="list-style-type: none"> – structure – surface – damaged materials – markings – fittings – power and light – drainage – telecommunications – special services and equipment – landscaping – temporary traffic management – fencing – vehicle restraint systems including noise reducing devices – signs – lighting columns and traffic control equipment.
	1.2	<p>Explain how the following programmed maintenance activities should be supervised and carried out:</p> <ul style="list-style-type: none"> – regular programmes – tendered work, lump sum or fixed price – responsive works – winter maintenance – temporary traffic management measures (including but not limited to signing, lighting and guarding) – circulation fixtures (vehicle restraint systems and noise reducing systems, lighting columns and traffic control equipment, road marking including road studs and fixed vertical road traffic signs).

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>1.3 Describe how to carry out repairs to the following:</p> <ul style="list-style-type: none"> – structure – surface – damaged materials – markings – fittings – power and light – drainage – telecommunications – special services and equipment – landscaping – temporary traffic management – fencing – vehicle restraint systems including noise reducing devices – signs – lighting columns and traffic control equipment
	<p>1.4 Explain how disruption to the works and general public can be minimised during maintenance or repair activities of controlled roads.</p>
	<p>1.5 Describe different methods, and how to apply them, that can optimise work performance during maintenance or repair activities on controlled roads.</p>
<p>2 Observe organisational requirements appropriate protection of the work environment and the workforce.</p>	<p>2.1 Protect the workforce, the general public, visitors and the environment by applying information relating to at least three of the following whilst observing organisational requirements:</p> <ul style="list-style-type: none"> – methods of work – risk assessment – safe use and storage of tools and materials – temporary traffic management – emergency plans – health, safety and welfare.
	<p>2.2 Describe what organisational requirements apply to maintenance or repair activities on controlled roads.</p>
	<p>2.3 Describe what organisational requirements apply to the health, safety and wellbeing of the workforce.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Identify and assess faults and problems.	3.1 Identify and assess faults and problems associated with controlled roads due to at least three of the following: <ul style="list-style-type: none"> – limitations of design choices – manufacturing and construction errors – installation errors – incorrect use – incorrect maintenance.
	3.2 Describe how to identify and assess faults and problems associated with controlled roads due to the following: <ul style="list-style-type: none"> – limitations of design choices – manufacturing and construction errors – installation errors – incorrect use – incorrect maintenance.
	3.3 Explain how to make recommendations and implement the following corrective actions for faults and problems on controlled roads: <ul style="list-style-type: none"> – reconfigure – repair – replacement – cleaning – improvements – refurbishment.
	3.4 Explain how and why safe working methods and practices must be conformed to when implementing corrective actions for faults and problems with controlled roads.
4 Recommend and implement corrective action which conforms to safe working methods and practices.	4.1 Recommend, record and implement corrective action taken which conforms to safe working methods and practices.
	4.2 Explain how to conform to safe working methods and practices when implementing correction action for faults and problems on controlled roads.
	4.3 State the importance of recommending, recording and implementing corrective actions and how to do this.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Update maintenance recording systems, implement them and monitor their use.	5.1 Amend maintenance recording systems and implement them for at least one of the following activities: <ul style="list-style-type: none"> – responsive works – winter maintenance – temporary traffic management (including but not limited to signing, lighting, guarding) – vehicle restraint systems and noise reducing systems, lighting columns and traffic control equipment, road marking including road studs and fixed vertical road traffic signs – environmental (landscape maintenance and upkeep of waterways including drainage) – inspections (structures and environmental activities, including circulation fixtures and carriageways)
	5.2 Monitor the use of the maintenance recording systems for regular programmes, tendered works, lump sum or fixed price.
	5.3 Describe the types of maintenance recording systems used to update the following activities: <ul style="list-style-type: none"> – regular programmes – tendered works, lump sum or fixed price – responsive works – winter maintenance – temporary traffic management (including but not limited to signing, lighting, guarding) – circulation fixtures (vehicle restraint systems and noise reducing systems, lighting columns and traffic control equipment, road marking including road studs and fixed vertical road traffic signs) – environmental (landscape maintenance and upkeep of waterways including drainage) – inspections (structures and environmental activities, including circulation fixtures and carriageways).
	5.4 Explain how to update the maintenance record systems and why this should be done.
6 Conduct pre-work inspections to meet organisational requirements and maintain performance using safe working methods and practices.	6.1 Carry out and record pre-work inspections to meet organisational requirements and maintain performance using safe working methods and practices for at least two of the following: <ul style="list-style-type: none"> – condition – performance – health and safety.
	6.2 Explain how to conduct pre-work inspections for condition, performance and health and safety in order to meet statutory requirements including but not limited to testing, examination and certification.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	6.3 Explain how to ensure performance is maintained and how safe working practices are applied whilst conducting inspections.
7 Keep accurate records of work progress checks, faults, problems, corrective action and quantities involved.	7.1 Implement recording systems following organisational procedures that maintain accurate records of work progress checks including faults, problems, corrective action and quantities involved.
	7.2 Explain how to maintain accurate records of work progress checks which includes faults and problems, corrective action and quantities involved.
	7.3 Give reasons why accurate records should be kept.
8 Identify, assess and maintain the necessary resources for maintenance activities.	8.1 Identify, assess, record and maintain at least two of the following resources for at least two of the following maintenance activities: Resources: <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utility providers. Maintenance activities: <ul style="list-style-type: none"> – regular programmes – tendered works, lump sum or fixed price – responsive works – winter maintenance – temporary traffic management (including but limited to signing, lighting, guarding).
	8.2 Explain how to identify, assess the quality of and maintain the following resources: <ul style="list-style-type: none"> – people – plant, equipment and machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30
Assessment Time	10

Title:	Handing over property in the workplace	
Unit Number:	T/650/0898	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Record 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 of the property.
	1.2	Confirm hand over procedures and time when handing over property.
	1.3	Explain how to confirm hand over procedures with the following: <ul style="list-style-type: none"> – client, customer or their representative – contractors and subcontractors – consultants – suppliers – workforce – internal management
	1.4	Describe the techniques for negotiating and agreeing hand over times.
	1.5	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 and record any discrepancies that are evident between the work specifications and the finished work.
	2.3	Explain how to analyse property specifications in order to compare details with the completed work including but not limited to: <ul style="list-style-type: none"> – demolition – building – refurbishment – conservation – repair and maintenance.
	2.4	Explain ways that properties can be checked against the specifications and record the outcomes.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>2.5 Outline how to identify the following types of discrepancies that could occur between specifications and the completed work:</p> <ul style="list-style-type: none"> – dimensions – finishing's – fittings and services – quality – quantity – structure
<p>3 Take appropriate action to resolve any problems that emerge from an inspection of the property.</p>	<p>3.1 Take the appropriate actions needed to resolve any problems that emerge during property inspections prior and record the outcomes.</p>
	<p>3.2 Explain how properties can be inspected to ensure work or tasks are complete prior to handover and how results should be recorded</p>
	<p>3.3 Explain how to take appropriate action to resolve problems identified during an inspection of the property relating to:</p> <ul style="list-style-type: none"> – cleanliness – damage – removal of redundant materials – dimensions – finishing's, fittings and services – quality – quantity – structure – health and safety issues – access and egress.
<p>4 Ensure the property is clean and tidy, all redundant materials are removed, and records are kept of all preparation activities.</p>	<p>4.1 Inspect properties to ascertain cleanliness and tidiness prior to the handover, ensure any redundant materials are removed and record all the preparation activities undertaken.</p>
	<p>4.2 Implement actions where necessary to resolve any problems with the property before handover keeping a record of the corrective actions that took place.</p>
	<p>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.</p>
	<p>4.4 Give reasons why properties must be clean, tidy and redundant materials removed before handover, and explain possible consequences should this not be the case.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Observe organisational procedures appropriate to the work environment.	5.1 Protect the workforce, the general public, visitors and the environment by applying information relating to at least three of the following: <ul style="list-style-type: none"> – methods of work – risk assessment – safe use and storage of tools and equipment – safe use and storage of materials – traffic control – emergency plans.
	5.2 Explain what organisational procedures apply to ensure the protection of the workforce, the general public, visitors and the environment in relation to the following: <ul style="list-style-type: none"> – methods of work – risk assessment – safe use and storage of tools and equipment – safe use and storage of materials – traffic control – emergency plans.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
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 Provide the recipient with all relevant documents, information and keys or access media and record all the details relating to the property provided to the recipient.
	6.3 Explain what organisational procedures apply directly to the handover of property including but not limited to: <ul style="list-style-type: none"> – warranties – certificates – energy performance certificates (EPC) – guarantees
	6.4 Explain how to ensure that the following relevant information is available, including but not limited to: <ul style="list-style-type: none"> – utility meter(s) location – communication system – appliance operation details – access and egress systems – security – arrangements for refuse collection – local amenities – danger zones
	6.5 Describe how to provide the relevant information to the following recipients ensuring that records are kept: <ul style="list-style-type: none"> – client, customer or their representative – internal representative – new owner – existing owner – main contractor – sub-contractors – third parties – local authority
7 Advise the recipient of the procedure for contacting the appropriate people in the event of any problems arising after handover.	7.1 Advise and provide the recipient with requisite contact and procedural information for contacting the appropriate people in the event of any problems arising after the handover.
	7.2 Explain how to provide the recipient with details of the appropriate people to contact in the event of any problems following handover.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30
Assessment Time	10

Title:	Providing customer services in the construction workplace	
Unit Number:	Y/650/0899	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Identify and use organisational procedures to implement systems or processes that will deliver and improve customer service.	1.1	Record and use identified information to implement systems or procedures that will deliver customer service for at least two of the following: <ul style="list-style-type: none"> – specifications – drawings – instructions and variations – feedback processes.
	1.2	Revise ways of improving customer service whilst implementing customer service systems and procedures.
	1.3	Describe how to identify organisational procedures, current legislation and official guidance relevant to delivering and improving customer service.
	1.4	Explain how to deliver and improve customer service by using identified information to implement and record systems or processes for the following: <ul style="list-style-type: none"> – organisational procedures – specifications – drawings – instructions and variations – feedback processes.
2 Give a consistent and reliable service that promotes a customer's confidence.	2.1	Give a consistent and reliable service and maintain records of how the provision of customer service promotes customer confidence
	2.2	Examine current customer procedures and systems to identify if they provide consistent customer service and evaluate the current methods used.
	2.3	Explain how to 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 and promote customer confidence.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Work with others to resolve customer services problems and communicate with customers.	3.1 Work with others to resolve customer service problems using at least two of the following forms of communication: <ul style="list-style-type: none"> – electronic – verbal – via a second person – feedback documents – group meetings.
	3.2 Describe how to work with others to resolve customer service problems using the following forms of communication: <ul style="list-style-type: none"> – electronic – verbal – via a second person – feedback documents – group meetings.
	3.3 Explain how to best communicate and share information with the following: <ul style="list-style-type: none"> – client, customer or their representative – contractors and sub-contractors – consultants – workforce.
4 Communicate with customers to provide information, check and record their satisfaction.	4.1 Communicate with customers to provide information, check and record satisfaction for at least two of the following actions: <ul style="list-style-type: none"> – corrective – referral – investigative – reactive – proactive.
	4.2 Explain how to communicate with customers to check and record satisfaction with the information provided for the following actions: <ul style="list-style-type: none"> – corrective – referral – investigative – reactive – proactive.
	4.3 Explain what checks can be undertaken to ensure that customers are satisfied with actions taken.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Solve problems within existing systems or procedures that may affect customers before the customer becomes aware of them.	5.1 Investigate and collate information on the current customer procedures and systems to identify potential problems
	5.2 Apply rectification measures to procedures and systems to eliminate or reduce identified potential customer problems before the customer becomes aware of them.
	5.3 Describe how to identify problems within existing systems or procedures that may affect customers, including but not limited to: <ul style="list-style-type: none"> – current legislation – official guidance – organisational procedures – specifications – drawings – instructions and variations – feedback processes.
	5.4 Explain how to ensure problems in systems or procedures are resolved before customers become aware of them.
6 Confirm that the service given meets the customer's needs and expectations.	6.1 Establish the level of service expected by the customers and confirm it with them from the outset.
	6.2 Regularly communicate with customers to check that the service given has met their needs and expectations and record the outcomes.
	6.3 Explain ways of communicating with the customers to confirm that they are satisfied with the given level of service and that it meets their needs and expectations.
7 Inform and record any changes to customer service systems or procedures to those people responsible.	7.1 Inform and record any changes to customer service systems or procedures that will reduce the chance of problems being repeated to at least two of the following people responsible: <ul style="list-style-type: none"> – client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce
	7.2 Describe how to identify recurring problems in customer service systems and procedures.
	7.3 Explain how to report on customer service systems and procedures to reduce the chance of problems being repeated.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>7.4 Describe how best to inform the following about changes to customer service systems and procedures:</p> <ul style="list-style-type: none"> – client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce
<p>8 Share information to maintain and improve standards of service delivery.</p>	<p>8.1 Share and record information to maintain and improve standards of service delivery with those people responsible.</p>
	<p>8.2 Explain how to improve and maintain standards of service delivery.</p>
	<p>8.3 Describe how to share information in order to maintain and improve standards of service with the following:</p> <ul style="list-style-type: none"> – client, customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce
<p>9 Inform the people responsible about changes to customer service systems or procedures that will reduce the chance of problems being repeated.</p>	<p>9.1 Inspect repeat problems in customer service and amend customer service systems or procedures to minimise the chances of problems being repeated. Keep records of the changes that were made.</p>
	<p>9.2 Communicate with at least two of the following people responsible to inform them that systems or procedures have been amended in order to reduce the chance of problems being repeated:</p> <ul style="list-style-type: none"> – the client, the customer or their representative – contractors – consultants – sub-contractors – suppliers – workforce – internal management.
	<p>9.3 Explain the measures that could be taken to identify repeat problems with customer service.</p>
	<p>9.4 Evaluate available methods that allow changes to customer service systems or procedures which can reduce the chance of problems being repeated.</p>
	<p>9.5 Explain how to effectively report to people responsible about amendments to systems or procedures.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
10 Share and record information with people responsible to maintain and improve standards of service delivery.	10.1 Share the findings of the collated information and subsequent review to maintain and improve standards of service delivery to the following: <ul style="list-style-type: none"> – client, customer or their representative – contractors and sub-contractors – consultants – workforce – internal management
	10.2 Compare various ways that standards of service delivery can be maintained and improved.
	10.3 Explain how information can be effectively shared with the people responsible in order to maintain and improve the standards of service delivery.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40

Title:	Planning activities to traditional and heritage buildings and structures in the workplace	
Unit Number:	J/650/0900	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Confirm the project requirements against the information supplied when planning activities for traditional and heritage buildings.	1.1	<p>Confirm and record project requirements for at least two of the following activities for traditional and heritage buildings using at least five of the following information sources:</p> <p>Activities:</p> <ul style="list-style-type: none"> – repair – maintenance – conservation – alteration – adaption – energy efficiency retrofit – installation or replacement of building services <p>Information sources:</p> <ul style="list-style-type: none"> – survey reports, drawings, schedules, specifications and programmes – sub-contractor arrangements – records of industry certification, registration cards, competency schemes, qualifications and training of people – risk assessments, method statements, health, safety and environmental plans – asbestos surveys – statutory consents – manufacturers' technical information and product data sheets – hot works permit – legislation and official guidance relating to built conservation management plans – heritage impact statements – written scheme of investigation of archaeology – specialist investigations
	1.2	<p>Explain how to confirm and record project requirements for traditional and heritage buildings for the following activities:</p> <ul style="list-style-type: none"> – repair – maintenance – conservation – alteration – adaption – energy efficiency retrofit – installation or replacement of building services.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>1.3 Explain how to identify and use a range of information sources for traditional and heritage building project requirements including but not limited to:</p> <ul style="list-style-type: none"> – survey reports, drawings, schedules, specifications and programmes – sub-contractor arrangements – records of industry certification, registration cards, competency schemes, qualifications and training of people – risk assessments and method statements, health, safety and environmental plans – asbestos surveys – statutory consents – manufacturers technical information and product data sheets – hot works permit – legislation and official guidance relating to built heritage (Listed Building Consent, Planning Permission, Scheduled Monument Consent, Conservation Area Consent, Ecclesiastical Exemption) – conservation management plans – heritage impact statements – written scheme of investigation for archaeology (WSI) – specialist surveys and investigations to understand the existing buildings and structures and inform proposed works including but not limited to: <ul style="list-style-type: none"> a) heritage issues and significance b) construction materials and methods c) condition and behaviour d) the range of diagnostic investigations
	<p>1.4 Explain who needs to be consulted when confirming project requirements for traditional and heritage buildings.</p>
	<p>1.5 Explain why information from a range of sources must be used when planning activities to traditional and heritage building project requirements.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>2 Identify, review and record the potential impact of a range of factors.</p>	<p>2.1 Identify, review and record the impact of at least three of the following factors on planning work activities to traditional and heritage buildings:</p> <ul style="list-style-type: none"> – current organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – working in and around occupied or tenanted buildings – environmental considerations – weather conditions – sustainability – sequencing of trades – temporary works.
	<p>2.2 Explain how to identify, review and record the impacts of a range of factors on the planning of work activities including but not limited to:</p> <ul style="list-style-type: none"> – current organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – working in and around occupied and tenanted buildings – environmental considerations – weather conditions – sustainability – sequencing of trades – temporary works.
	<p>2.3 Give reasons why the impacts on the planning of work activities from a range of factors need to be identified, reviewed and recorded.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Review the impacts of heritage issues on the planning of work activities	3.1 Identify, review and record the impacts of at least three of the following heritage issues on the planning of work activities: <ul style="list-style-type: none"> – fire safety – hot works – archaeology – legislation and official guidance relating to built heritage – wildlife and ecology – condition of existing buildings and structures – specialist investigations – performance of traditional materials and construction methods – protection of heritage features
	3.2 Explain how to identify, review and record the impacts of heritage issues when the work activities including but not limited to: <ul style="list-style-type: none"> – sustainability – fire safety – hot works – archaeology – wildlife and ecology – condition of existing buildings and structures – performance of traditional materials and construction methods – sequencing of trades – protection of heritage features – temporary works – conservation management plans – heritage impact statements – legislation and official guidance relating to built heritage – specialist surveys and investigations to understand the existing buildings and structures and inform proposed works including but not limited to: <ul style="list-style-type: none"> a) heritage issues and significance b) construction materials and methods c) condition and behaviour d) the range of diagnostic investigations
	3.3 Explain why you need to identify, review and record the impacts of heritage issues on the planning of work activities.
	3.4 Examine how to apply the following key terms and concepts when planning work activities: <ul style="list-style-type: none"> – heritage values – significance – principles of conservation – sustainable development and management

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>3.5 Compare the differences in performance characteristics between traditional and modern materials and construction methods.</p> <p>3.6 Explain how to recognise and determine when specialist skills and knowledge are required and report accordingly to those responsible.</p>
<p>4 Review and record information sourced from guidance materials.</p>	<p>4.1 Identify, review and record the information sourced from at least two of the following guidance materials:</p> <ul style="list-style-type: none"> – owner’s manuals – log books – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance – health and safety file <p>4.2 Evaluate your findings of the review and judge the impact on the planned activities.</p> <p>4.3 Explain how to identify, review and record the information sourced from the following guidance materials:</p> <ul style="list-style-type: none"> – owner’s manuals – log books – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance – health and safety file <p>4.4 Explain why it is important to review and record influencing factors against information sourced from the guidance materials.</p>
<p>5 Prioritise activities by assessing and accounting for a range of heritage issues.</p>	<p>5.1 Prioritise activities by assessing and accounting for a range of heritage issues and record the outcomes of your findings.</p> <p>5.2 Explain methods that can be used to assess and account for a range of heritage issues in order to prioritise and plan activities and record outcomes.</p> <p>5.3 Give reasons why activities for traditional and heritage buildings and structures should be prioritised.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>6 Review priorities; make recommendations and record the decisions made when circumstances change.</p>	<p>6.1 Review priorities, make recommendations and record the decisions made taking into account at least four of the following changing circumstances:</p> <ul style="list-style-type: none"> – susceptibility to damage – safety requirements – condition of existing buildings and structures – compromised operational effectiveness – environmental conditions – use or change of use – meeting current legislation – resources – security threats – discovery of architectural or archaeological features during the works – wildlife and ecology – temporary works.
	<p>6.2 Explain how to review priorities, make recommendations and record decisions made to take account of the following changing circumstances:</p> <ul style="list-style-type: none"> – susceptibility to damage – safety requirements – condition of existing buildings and structures – compromised operational effectiveness – environmental conditions – use or change of use – meeting current legislation – resources – security threats – discovery of architectural or archaeological features during the works – wildlife and ecology – temporary works.
	<p>6.3 Explain why you need to review priorities, make recommendations and record the decisions made to take account of changing circumstances.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Prepare plans or programmes and negotiate and agree them with stakeholders.	7.1 Prepare and record plans or programmes for at least two of the following activities for traditional and heritage buildings: <ul style="list-style-type: none"> – repair – maintenance – conservation – alteration – adaption – energy efficiency retrofit – installation or replacement of building services.
	7.2 Negotiate and agree with stakeholders the prepared plans or programmes for traditional and heritage buildings.
	7.3 Explain how to prepare and record plans or programmes for the following activities on traditional and heritage buildings: <ul style="list-style-type: none"> – repair – maintenance – conservation – alteration – adaption – energy efficiency retrofit – installation or replacement of building services.
	7.4 Explain methods and techniques of negotiating and agreeing plans and programmes for traditional and heritage buildings and structures with stakeholders.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	50
Assessment Time	10

Title:	Supervising activities to traditional and heritage buildings and structures in the workplace		
Unit Number:	K/650/0901		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Carry out supervision activities which will minimise disruption and maintain optimum performance.	1.1	Undertake supervision duties for at least two of the following programmed work activities on traditional and heritage buildings and structures:	
		<ul style="list-style-type: none"> – repair – maintenance – conservation – alteration – adaption – energy efficiency retrofit – installation or replacement of building services. 	
	1.2	Explain how to supervise programmed work activities to traditional and heritage buildings and structures for the following:	
		<ul style="list-style-type: none"> – repair – maintenance – conservation – alteration – adaption – energy efficiency retrofit – installation or replacement of building services. 	
	1.3	Explain how to minimise disruption to the following:	
		<ul style="list-style-type: none"> – workforce – sub-contractors – suppliers – consultants – visitors – general public – other works 	
	1.4	Examine what current legislation and official guidance applies to work for traditional and heritage buildings and structures.	

	<p>1.5 Evaluate a range of heritage issues that can affect the supervising of programmed work activities including but not limited to:</p> <ul style="list-style-type: none"> – sustainability – fire safety – hot works – archaeology – wildlife and ecology – condition of existing buildings and structures – performance of traditional materials and construction methods – sequencing of trades – protection of heritage features – temporary works – conservation management plans – heritage impact statements – legislation and official guidance relating to built heritage – Specialist survey and investigations to understand the existing buildings and structures and inform proposed works including but not limited to: <ul style="list-style-type: none"> a) heritage issues and significance b) construction materials and methods c) condition and behaviour d) the range of diagnostic investigations
	<p>1.6 Explain the following key terms and concepts relevant to traditional and historic buildings and structures including but not limited to:</p> <ul style="list-style-type: none"> – heritage values – significance – principles of conservation – sustainable development and management.
	<p>1.7 Compare the differences in performance characteristics between traditional and modern materials and construction methods.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>2 Observe organisational requirements appropriate to the protection of the workforce.</p>	<p>2.1 Observe organisational requirements appropriate for the protection of the workforce, visitors and the environment by the application of information relating to at least three of the following:</p> <ul style="list-style-type: none"> – methods of work – risk assessment – safe use and storage of tools – safe use and storage of materials – traffic management – emergency plans – fire safety – hot works – environmental factors.
	<p>2.2 Describe the current legislation and official guidance that applies directly to the protection of the workforce, visitors and the environment in relation to the following:</p> <ul style="list-style-type: none"> – methods of work – risk assessment – safe use and storage of tools – safe use and storage of materials – traffic management – emergency plans – fire safety – hot works – environmental factors.
<p>3 Check the validity of team members documentation.</p>	<p>3.1 Check the validity of team members by verifying the following documentation:</p> <ul style="list-style-type: none"> – industry certification cards – competence schemes – qualifications – certificates and training
	<p>3.2 Describe how to check the validity of team members' industry certification cards, competence schemes, qualifications, certificates and training.</p>
	<p>3.3 Explain why it is necessary to check the validity of documentation before the team members enter the site to commence work.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
4 Identify and assess defects, faults and issues, recommend and implement corrective action which conforms to safe working methods and practices.	4.1 Identify and assess any defective works, faults or other issues and recommend and implement corrective action, which conforms to safe working methods and practices, for at least three of the following: <ul style="list-style-type: none"> – construction errors – identification of further utilities – non-compliance with legislation and official guidance relating to built heritage – environmental concerns – previous incorrect maintenance – previous selection of inappropriate materials and construction methods – identification of hazardous materials – breaches of security – poor workmanship – faults caused by incorrect sequencing of trades – discovery of architectural or archaeological features during the works – condition of existing buildings and structures – limitations of design choices.
	4.2 Describe how to identify and assess defects, faults and other issues for traditional and heritage buildings and structures including but not limited to: <ul style="list-style-type: none"> – construction errors – identification of further utilities – non-compliance with legislation and official guidance relating to built heritage (listed building consent, planning permission, scheduled monument consent, conservation area consent, ecclesiastical exemption) – environmental concerns – previous incorrect maintenance – previous selection of inappropriate materials and construction methods – identification of hazardous materials – breaches of security – poor workmanship – faults caused by incorrect sequencing of trades – discovery of architectural or archaeological features during the works – condition of existing buildings and structures – limitations of design choices.
	4.3 Explain why it is important to identify and assess defects, faults and issues.
	4.4 Explain how to recommend to stakeholders about corrective actions and changes made to the programme.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Keep accurate records of work progress checks, defects, problems, corrective action and quantities involved.	5.1 Implement recording systems following organisational procedures that keeps accurate records of work progress by conducting checks for defective works, problems, faults and other issues and record the decisions and corrective action taken with the quantities involved.
	5.2 Describe how to keep accurate records of work progress checks by conducting checks for defects, problems and other issues and any decisions and corrective action taken.
	5.3 Explain how to keep accurate records of quantities of the following resources used: <ul style="list-style-type: none"> – people – plant – equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers
	5.4 Give reasons why accurate records should be kept.
6 Identify, assess and record the necessary resources for work activities for traditional and heritage buildings and structures.	6.1 Identify, assess and record the acquisition and maintain at least four of the following resources for work activities for traditional and heritage buildings and structures: <ul style="list-style-type: none"> – people – plant – equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers.
	6.2 Examine how to identify, assess and record the acquisition of the resources for work activities to traditional and heritage buildings and structures.
	6.3 Explain how resources are maintained for work activities to traditional and heritage buildings and structures.
	6.4 Explain how to recognise and determine when specialist skills and knowledge are required and report accordingly.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	50
Assessment Time	10

Title:	Planning demolition activities in the workplace	
Unit Number:	L/650/0902	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Confirm the work requirements when planning demolition activities against the information supplied.	1.1	<p>Confirm and record at least two of the following demolition activities against at least five of the following information sources:</p> <p>Demolition activities:</p> <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition – diamond drilling and sawing. <p>Information sources:</p> <ul style="list-style-type: none"> – survey reports – design – Building Information Modelling (BIM) – contractual – statutory consents – risk assessments and method statements – programmes – records about the competence of people – sub-contractor arrangements – health, safety and environmental plan – asbestos surveys – service disconnection certificates – utilities survey report.
	1.2	<p>Explain how to confirm and record the work requirements for the following demolition activities against the following information sources:</p> <p>Demolition activities:</p> <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition – diamond drilling and sawing. <p>Information sources:</p> <ul style="list-style-type: none"> – survey reports – design – Building Information Modelling (BIM) – contractual – statutory consents – risk assessments and method statements – programmes – records about the competence of people – sub-contractor arrangements – health, safety and environmental plan – asbestos surveys – service disconnection certificates – utilities survey report.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>1.3 Discuss why it is important to confirm the work requirements against the information sources.</p> <p>1.4 Explain who needs to be consulted when confirming work requirements for demolition activities.</p>
<p>2 Identify, review and record influencing factors and guidance materials in relation to the work environment.</p>	<p>2.1 Identify, review and record the findings from at least three of the following influencing factors and two of the following guidance materials in relation to the work environment when planning demolition activities:</p> <p>Influencing Factors:</p> <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – Stakeholder requirements – environmental considerations <p>Guidance Materials:</p> <ul style="list-style-type: none"> – owner’s manuals – log books – maintenance schedules and manuals – practice guides and specifications – organisational requirements. <p>2.2 Explain how to identify and review the following influencing factors in relation to the work environment:</p> <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – Stakeholder requirements – environmental considerations – temporary works. <p>2.3 Explain how to identify and review influencing factors against the following guidance materials:</p> <ul style="list-style-type: none"> – owner’s manuals – log books – maintenance schedules and manuals – practice guides and specifications – organisational requirements. <p>2.4 Give reasons why influencing factors should be reviewed against guidance materials in relation to the work environment.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Prioritise demolition activities by assessing, recording and accounting for all the influencing factors.	3.1 Assess, record and account for all the influencing factors whilst prioritising demolition activities.
	3.2 Explain how to assess and account for the following influencing factors: <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations
	3.3 Explain how to prioritise the following demolition activities: <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition – diamond drilling and sawing – temporary works
	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 Amend and record pre-determined demolition activity priorities to take account of the following changing circumstances: <ul style="list-style-type: none"> – susceptibility to damage – safety requirements – compromised operational effectiveness – environmental considerations – meeting current legislation – resources – security threats – temporary works.
	4.2 Explain how to amend priorities when reviewing the following influencing factors: <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – stakeholders' requirements – environmental considerations.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>4.3 Explain how the following changing circumstances can be accounted for when planning demolition activities:</p> <ul style="list-style-type: none"> – susceptibility to damage – safety requirements – compromised operational effectiveness – environmental considerations – meeting current legislation – resources – security threats.
<p>5 Prepare plans or schedules and negotiate and agree them with decision makers.</p>	<p>5.1 Prepare and record plans or schedules for at least three of the following demolition activities:</p> <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition – diamond drilling and sawing – temporary works installation or removal
	<p>5.2 Negotiate and agree the prepared plans or schedules with decision makers and record the outcomes.</p>
	<p>5.3 Describe how to prepare plans and schedules for the following demolition activities:</p> <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition – diamond drilling and sawing – temporary works.
	<p>5.4 Explain how best to negotiate with decision makers in order to agree proposed plans and schedules.</p>
	<p>5.5 Judge the potential risks of works impacting on the cultural significance of the historic environment.</p>
	<p>5.6 Evaluate the specific requirements for buildings and structures of traditional (pre 1919) construction and architectural, historical or archaeological significance.</p>

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	50
Assessment Time	10

Title:	Supervising demolition activities in the workplace		
Unit Number:	M/650/0903		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Supervise demolition site activities which will minimise disruption and maintain optimum performance.	1.1	Undertake supervision duties for at least two of the following programmed demolition activities which will minimise disruption and maintain optimum performance: <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition – diamond drilling and sawing. 	
	1.2	Explain how programmed demolition activities should be supervised and carried out for the following programmed demolition activities: <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition – diamond drilling and sawing. 	
	1.3	Explain how to minimise disruption to the following during programmed demolition activities: <ul style="list-style-type: none"> – the workforce – other personnel on site – members of the public – occupiers – site visitors – people affected by on-site operations – other works 	
	1.4	Evaluate different methods to apply in order to optimise work performance during demolition activities.	

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
2 Observe organisational requirements appropriate to the work environment for the protection of everyone.	2.1 Protect the workforce, the general public, visitors and the environment by observing organisational requirements and by the application of information sourced from at least three of the following: <ul style="list-style-type: none"> – methods of work – risk assessment – safe use and storage of tools and equipment – safe use and storage of materials – traffic management – emergency plans.
	2.2 List and describe the current organisational requirements that apply directly to demolition activities for the protection of the workforce, the general public, visitors and the environment.
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 demolition faults and problems.
	3.2 Identify and assess at least three of the following faults and problems and recommend and implement corrective action which conforms to safe working methods and practices: <ul style="list-style-type: none"> – limitations of design choices – construction errors – identification of further utilities – archaeological and heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security.
	3.3 Describe common demolition faults and problems.
	3.4 Explain methods that can be used to assess the following faults and problems: <ul style="list-style-type: none"> – limitations of design choices – construction errors – identification of further utilities – archaeological and heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security – temporary works.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	3.5 Describe how to make recommendations and implement the following corrective actions to rectify the faults and problems found: <ul style="list-style-type: none"> – redesign – reconfigure – restrict – reposition – repair – replace – clean
	3.6 Explain techniques and methods that allow recommendations to be made and corrective actions applied on identified demolition faults and problems.
4 Conduct pre-work demolition checks to meet organisational requirements and maintain safe working methods and practices.	4.1 Conduct and record the following pre-work demolition checks to meet organisational requirements and maintain safe working methods and practices: <ul style="list-style-type: none"> – condition – fit for purpose – health and safety, wellbeing and welfare.
	4.2 Explain how to conduct the following pre-work demolition checks to meet organisational requirements of testing, examination inspection and certification to maintain safe working methods and practices: <ul style="list-style-type: none"> – condition – fit for purpose – health, safety, wellbeing and welfare
	4.3 Explain how to record pre-work checks for demolition activities.
	4.4 Give reasons why pre-work demolition checks must be carried out.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
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, corrective actions and quantities involved.
	5.2 Ensure that accurate records of work progress checks, faults, problems, corrective actions and quantities involved are kept and maintained.
	5.3 Explain how to keep accurate records of work progress, demolition checks including faults, problems, corrective actions and quantities involved.
	5.4 Give reasons why accurate records of work progress checks, faults, problems, corrective actions and quantities involved are needed.
6 Identify, assess and maintain the necessary resources for demolition activities.	6.1 Identify and assess at least three of the following resources for at least two of the following demolition activities: Resources: <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utility providers Demolition activities: <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition – diamond drilling and sawing.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>6.2 Explain how to identify and assess the following resources required for the following demolition activities:</p> <p>Resources:</p> <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utility providers <p>Demolition activities:</p> <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition – diamond drilling and sawing – temporary works.
	<p>6.3 Describe how resources can be assessed for quality of resources for demolition activities and drilling and sawing activities.</p>
	<p>6.4 Explain how to maintain the resources for demolition activities and drilling and sawing activities.</p>

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	30
Assessment Time	15

Title:	Supervising tunnelling activities in the workplace	
Unit Number:	R/650/0904	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Supervise tunnelling activities and provide input into the programmes, plans or schedules which will minimise disruption and maintain optimum performance.	1.1	<p>Undertake supervision duties and provide input into the programmes, plans or schedules which will minimise disruption and maintain optimum performance for at least two of the following tunnelling activities:</p> <ul style="list-style-type: none"> – mobile plant and machinery operations – back up services installation – operation, maintenance or removal – spoil removal – access equipment erection, maintenance or removal – pipejacking 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	<p>Explain how to supervise and provide input into programmes, plans or schedules for at least six of the following tunnelling activities:</p> <ul style="list-style-type: none"> – mobile plant and machinery operations – back up services installation – operation, maintenance or removal – spoil removal – access equipment erection, maintenance or removal – pipejacking 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.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>1.3 Explain how to minimise disruption during tunnelling activities to:</p> <ul style="list-style-type: none"> – other works – the workforce – other personnel on site – members of the public – occupiers – site visitors – people affected by on-site operations. <p>1.4 Explain possible methods to optimise and maintain work performance during tunnelling activities.</p>
<p>2 Observe current legislation, regulations and official guidance appropriate to the work environment for protection and safety of everyone.</p>	<p>2.1 Ensure compliance to current legislation, regulations and official guidance appropriate to the work environment to ensure the protection and the safety of the workforce, the general public, visitors and the environment by the application of information relating to at least three of the following:</p> <ul style="list-style-type: none"> – methods of work – tunnel access arrangements – risk assessments – safe use and storage of tools – safe use and storage of materials – traffic management – emergency plans – fire safety – hot works – environmental factors.
	<p>2.2 Explain what current legislation, regulations and official guidance applies directly to tunnelling activities appropriate to the work environment to ensure protection and safety of the workforce, the general public, visitors and the environment.</p>
	<p>2.3 Describe how to use current legislation and official guidance appropriate to the work environment for the protection of the workforce, the general public, visitors and the environment by applying the following information sources:</p> <ul style="list-style-type: none"> – methods of work – tunnel access arrangements – risk assessments – safe use and storage of tools – safe use and storage of materials – traffic management – emergency plans – fire safety – hot works – environmental factors.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Identify and assess common tunnelling defects and problems and recommend and implement corrective action which conforms to safe working methods and practices.	3.1 Observe and evaluate the preparation and work activities against given requirements and methods of work to identify tunnelling defects and problems.
	3.2 Identify and assess common tunnelling defects and problems, recommend and implement corrective actions to be taken which conform to safe working methods and practices to at least three of the following: <ul style="list-style-type: none"> – limitations of design choices – construction errors – identification of further utilities – archaeology and heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security – changes in ground conditions.
	3.3 Describe how to identify and assess the following common tunnelling defects and problems: <ul style="list-style-type: none"> – limitations of design choices – construction errors – identification of further utilities – archaeological and heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security – changes in ground conditions
	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 required corrective actions, in accordance with safe working methods and practices, to rectify tunnelling defects and problems.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>4 Keep accurate records of work progress checks and quantities involved.</p>	<p>4.1 Set up recording systems, following organisational requirements, that detail work progress checks and the tunnelling defects and problems, corrective action taken and quantities involved of the following resources:</p> <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utilities
	<p>4.2 Explain how to keep accurate records of work progress by conducting checks for tunnelling defects and problems, corrective actions taken, and quantities involved for the following resources:</p> <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utilities.
	<p>4.3 Explain why accurate records of work progress checks, defects, problems, corrective actions taken, and quantities involved are needed.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>5 Identify, assess and record the acquisition and maintenance for the necessary resources for tunnelling activities.</p>	<p>5.1 Identify, assess and record the acquisition and maintenance of at least four of the following resources for at least three of the following tunnelling activities:</p> <p>Resources:</p> <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers. <p>Tunnelling activities:</p> <ul style="list-style-type: none"> – mobile plant and machinery operations – back up services installation, operation, maintenance or removal – spoil removal – access equipment erection, maintenance or removal – pipejacking 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.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>5.2 Explain how to identify, assess and record the acquisition and maintenance of the necessary resources for tunnelling activities:</p> <p>Resources:</p> <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work area and facilities – waste management – utility providers. <p>Tunnelling activities:</p> <ul style="list-style-type: none"> – mobile plant and machinery operations – back up services installation, operation, maintenance or removal – spoil removal – access equipment erection, maintenance or removal – pipejacking 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.
	<p>5.3 Explain how resources can be assessed for quality and how to maintain the necessary resources for tunnelling activities.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>6 Comply with the given contract information when supervising tunnelling activities to carry out the work efficiently to the required specification.</p>	<p>6.1 Undertake supervision duties, complying with the given contract information, of the work activities to form tunnels ensuring the that the work is carried out efficiently to the required specification in at least one of the following occupational areas:</p> <ul style="list-style-type: none"> – 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 – pipejacking operative – micro-tunnelling operative – separation plant operative – specialist tunnelling occupations.
	<p>6.2 Explain how to comply with the given contract information to supervise activities to form tunnels ensuring the work is carried out sufficiently to the required specification in the following occupational areas:</p> <ul style="list-style-type: none"> – 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 – pipejacking operative – micro-tunnelling operative – separation plant operative – specialist tunnelling occupations.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>6.3 Describe how to apply safe work practices, procedures and skills, relating to the supervision of the following methods of work and materials used to meet the specification:</p> <ul style="list-style-type: none"> – 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 pipejacking) – 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 – 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 – team work and communication – needs of other occupations associated with tunnelling.
	<p>6.4 Explain why it is important to carry out the work efficiently to the required specification.</p>

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	50
Assessment Time	20

Title:	Supervising the installation, maintenance, monitoring and removal of temporary works in the workplace	
Unit Number:	T/650/0905	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret and confirm the relevance of the information in relation to the installation, maintenance and removal of temporary works.	1.1	<p>Interpret and confirm the relevance of the following information in relation to the supervision of installing, maintaining and removal of temporary works:</p> <ul style="list-style-type: none"> – drawings – check certificates – hold points – permits to work – specifications – schedules – method statements – risk assessments – manufacturers' information.
	1.2	<p>Explain how to interpret the given design information relating to the work and resources to confirm its accuracy, completeness and relevance to the building type and construction and record and report issues in relation to the following:</p> <ul style="list-style-type: none"> – drawings – check certificates – hold points – permits to work – specifications – schedules – method statements – risk assessments – manufacturers' information.
	1.3	<p>Examine the characteristics, uses and limitations of the following temporary works including but not limited to:</p> <ul style="list-style-type: none"> – pedestrian and vehicular access – Earthworks: trenches, excavations, temporary slopes and stockpiles. – Structures: formwork, falsework, propping, façade retention, needling, shoring, edge protection, scaffolding, temporary bridges, site hoarding and signage, site fencing, cofferdams. – Equipment/plant foundations: tower crane bases, supports, anchors and ties for construction hoists and mast climbing work platforms, groundworks to provide suitable locations for plant erection – dewatering – non-permanent vehicle restraint systems – traffic management.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	1.4 Explain how to identify the correct sequence of work for installation, maintenance and removal of temporary works.
	1.5 Explain how to implement organisational requirements to report inappropriate: <ul style="list-style-type: none"> – drawings – specifications – schedules – method statements – risk assessments – electronic data – written and verbal instructions – permits – manufacturers' information – official guidance associated with installation, maintenance, monitoring and removal of temporary works.
	1.6 Explain the organisational requirements to solve problems with the information given and why it is important to follow them.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>2 Observe current legislation and official guidance to the work environment to ensure protection and safety of the workforce.</p>	<p>2.1 Observe current legislation and official guidance to the work environment to ensure protection and safety of the workplace, the general public, visitors and the environment by the application of information relating to at least three of the following:</p> <ul style="list-style-type: none"> – methods of work – risk assessment – safe use and storage of tools – safe use of access equipment – traffic management – emergency plans – fire safety – hot works – environmental factors.
	<p>2.2 Explain how to comply with relevant, current legislation and official guidance and how it is applied to install and maintain safe, healthy and environmentally responsible work practices including:</p> <ul style="list-style-type: none"> – communicate and coordinate with the responsible person – methods of work – safe use of health and safety control equipment – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.
	<p>2.3 Explain why communication and coordination with the responsible person as denoted by industry standards is required.</p>
	<p>2.4 Describe the organisational requirements for the security of temporary works.</p>
	<p>2.5 Explain why it is important to follow the correct sequence of work when installing and removing temporary works installations.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Identify, assess and maintain resources for temporary works.	3.1 Identify, assess and maintain the following resources for temporary works: <ul style="list-style-type: none"> – people – plant – equipment or machinery – materials and components – sub-contractors – information – waste management – utilities (power, water, lighting).
	3.2 Explain how to identify, assess and record the acquisition of the following resources: <ul style="list-style-type: none"> – people – plant – equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utilities (power, water, lighting).
	3.3 Appraise the quality of the resources.
	3.4 Establish how to maintain the resources for work activities.
	3.5 Explain how any problems and defects associated with the resources are reported.
	3.6 Examine the hazards associated with temporary works for the following: <ul style="list-style-type: none"> – materials – supports – components – fittings and fixings – hand tools – portable power tools and equipment – methods of installation.
	3.7 Apply project and organisational requirements to obtain a permit to load from the relevant responsible person as denoted by industry standards.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
4 Confirm that all materials, equipment and tooling is correct prior to installation.	4.1 c Check and confirm that all materials, equipment and tooling is correct prior to installation.
	4.2 Implement organisational procedures, to report inappropriate; materials, machinery and equipment associated with the installation, maintenance, monitoring and removal of temporary works.
	4.3 Explain why it is important to report inappropriate materials, machinery and equipment associated with the installation, maintenance, monitoring and removal of temporary works.
5 Supervise the installation of the temporary works in accordance with the programme of works.	5.1 Supervise the installation of the temporary works in accordance with the programme of works to meet the needs of the organisational and other stakeholder procedures.
	5.2 Keep and maintain accurate records of work progress through the conducting of regular checks of the temporary works.
	5.3 Explain why accurate records, to maintain and monitor the progress of the temporary works, are required and how to do this.
	5.4 Explain how and to whom to communicate and suggest corrective actions and changes to the programme.
6 Keep accurate records of work progress checks completed.	6.1 Keep accurate records of work progress checks, faults, problems, corrective actions, quantities involved and maintain safe working methods and practices.
	6.2 Describe how the installation of the works, in accordance with the programme and schedule, is to be carried out to meet the needs of the organisation and other stakeholders.
	6.3 Distinguish the hazards associated with temporary works materials, supports, components, fittings, fixings and tooling in relation to the installation of temporary works.
	6.4 Explain why deadlines should be kept in the installation and removal of temporary works structures.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Handover the temporary works in accordance with organisational procedures.	7.1 Handover the temporary works in accordance with organisational procedures.
	7.2 Explain why handover of temporary works to the responsible person in compliance with organisational procedures is required.
	7.3 Confirm how to identify the responsible person for temporary works.
	7.4 Explain methods to obtain certificates of sign-off works from the responsible person.
8 Supervise the removal of the temporary works in accordance with the programme of works.	8.1 Supervise the removal of the temporary works in accordance with the programme of works to meet the needs of organisational and other stakeholder requirements.
	8.2 Define how the removal of the works in accordance with the programme and schedule is to be carried out to meet the needs of the organisation and other stakeholders.
	8.3 Determine the hazards associated with temporary works materials, supports, components, fittings, fixings and tooling in relation to the removal of temporary works.
	8.4 Outline the project and organisational procedures to obtain permission to remove the temporary works from the responsible person.
	8.5 Clarify how to comply with organisational procedures to remove temporary works.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>The assessor requirements for this unit must include: verifiable, current industry experience/qualification at, or above, the level of this unit. The assessor must demonstrate relevant occupational competence and knowledge of Temporary Works.</p> <p>In assessing this unit, the assessor must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	20
Assessment Time	10

Title:	Managing your personal development in the workplace	
Unit Number:	Y/650/0906	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Define your aims and objectives for undertaking personal development.	1.1	Analyse, determine and record personal aims and objectives to meet work requirements.
	1.2	Explain how to define your aims and objectives based on the following for undertaking development: <ul style="list-style-type: none"> – preparation for new assignment – intellectual challenge – continued professional development (CPD) – professional competence – compliance with employer – professional body membership requirements – promotion and role change – awareness of personal strengths and areas of focus
	1.3	Give reasons why to need to define aims and objectives.
2 Contact sources of support and guidance to identify recognised standards for you to manage your personal development.	2.1	Access at least three of the following sources of support and guidance to identify recognised standards to manage your personal development: <ul style="list-style-type: none"> – national organisations – industry organisations and associations – professional institutions – further education organisations – training providers – in-house resources – line manager – colleagues – trade periodicals and journals – social media – online resources – certification bodies

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>2.2 Explain how to access the following sources of support and guidance to identify recognised standards:</p> <ul style="list-style-type: none"> – national organisations – industry organisations and associations – professional institutions – further education organisations – training providers – in-house resources – line manager – colleagues – trade periodicals and journals – social media – online resources – certification bodies.
	<p>2.3 Give reasons why you need to access the following recognised standards for you to undertake personal development:</p> <ul style="list-style-type: none"> – job descriptions – professional institution requirements – national occupational standards – industry recognised standards.
<p>3 Analyse the current level of your knowledge and performance.</p>	<p>3.1 Examine the current level of your knowledge and work performance and compare against selected and recognised standards.</p>
	<p>3.2 Describe how to analyse current personal levels of knowledge and performance against the following selected and recognised standards:</p> <ul style="list-style-type: none"> – job descriptions – professional institution requirements – national occupational standards – industry recognised standards.
	<p>3.3 Explain how to develop a profile of your personal development needs based on the following:</p> <ul style="list-style-type: none"> – maintenance of existing competence – improvements to existing skills – improvements to existing knowledge – development of new skills and knowledge – commitment to professional excellence.
	<p>3.4 Give reasons why you need a profile of your personal development needs.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
4 Develop a profile of your competence and personal development needs.	4.1 Determine a profile of your competence and personal development needs and record the outcomes.
	4.2 Explain how to develop a profile of your knowledge and competence against the following identified recognised standards: <ul style="list-style-type: none"> – job descriptions – professional institution requirements – national occupational standards – industry recognised standards.
	4.3 Explain how to measure achievement of the following identified personal development needs: <ul style="list-style-type: none"> – maintenance of existing competence – improvements to existing skills – improvements to existing knowledge – improvement to existing competence – development of new skills and knowledge – commitment to professional excellence.
5 Prepare a development plan for achieving identified development needs.	5.1 Prepare and record a personal development plan based on identified development needs.
	5.2 Describe how to prepare a personal development plan based on the following: <ul style="list-style-type: none"> – maintenance of existing competence – improvements of existing skills – improvements of existing knowledge – development of new skills and knowledge – commitment to professional excellence.
	5.3 Explain why a personal development plan needs to be prepared.
6 Undertake development activities aimed at achieving identified development needs, reviewing the effectiveness of the activities.	6.1 Engage in development activities aimed at meeting personal development needs.
	6.2 Establish and/or use processes that can review development progress.
	6.3 Review and record the effectiveness of the development activities undertaken.
	6.4 Explain different ways to undertake development activities to achieve personal development needs.
	6.5 Explain how to review and record progress and evaluate effectiveness of activities undertaken.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Obtain, accept and record feedback from people who can judge your performance.	7.1 Obtain feedback from people who can judge your performance and provide objective, valid feedback.
	7.2 Accept and record the feedback provided to aid in future development.
	7.3 Explain how to obtain, accept and record feedback from people who can judge your performance and provide objective, valid feedback.
	7.4 Explain why you need to obtain and accept feedback provided.
8 Review the cycle of personal development aims and objectives to revise and update aims and objectives to suit changing circumstances.	8.1 Conduct regular reviews on personal aims and objectives and record the outcomes.
	8.2 Measure and update personal development plans that meet changing work circumstances.
	8.3 Explain how to review the cycle of the following personal development aims and objectives: Personal Development <ul style="list-style-type: none"> – maintenance of existing competence – improvements to existing skills – improvements to existing knowledge – development of new knowledge and skills – commitment to professional excellence Aims and Objectives <ul style="list-style-type: none"> – preparation for new assignment – intellectual challenge – continued professional development (CPD) – professional competence – compliance with employer – professional body membership requirements – promotion and role change – awareness of personal strengths and weaknesses
	8.4 Explain how to revise and update aims and objectives to suit changing circumstances.
	8.5 Give reasons why personal development plans should be reviewed, revised and updated.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	20
Assessment Time	10

Title:	Supervising the pre-installation planning for retrofit works in the workplace	
Unit Number:	A/650/0907	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Supervise the workforce to conduct pre-installation checks in accordance with organisational requirements.	1.1	Supervise the workforce to conduct pre-installation checks in accordance with organisational requirements for at least six of the following: <ul style="list-style-type: none"> – accuracy and completeness of project information – building condition – health and safety hazards – fire safety – temporary works – protection of existing fabric and services – suitability of materials – working in and around buildings and their occupants and neighbouring properties – environment and ecology including but not limited to safeguarding protected species – heritage significance – discovery architectural and archaeological features
	1.2	Explain why pre-installation checks, in accordance with organisational requirements, are necessary and how to supervise them
	1.3	Describe why accuracy and completeness of project information is required, and how to determine these
	1.4	Discern the implications of building conditions and common building defects for retrofit works including but not limited to: <ul style="list-style-type: none"> – moisture ingress including but not limited to: damp, salts and causes of dampness, rain penetration, rising damp – internal moisture vapour – poor indoor air quality – inadequate ventilation – existing and damaged services – structural defects.
	1.5	Detail the importance of building condition and repair and maintenance as the first stage in energy efficiency improvements.
	1.6	Specify health and safety hazards including but not limited to failure of fire safety systems, poor ventilation for the workforce (roof space, inside the property and under floor) and services.
	1.7	Explain how to supervise temporary works as required during retrofit works.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	1.8 Detail why protection of existing fabric and services is required and how to do this.
	1.9 Explain the difference in performance characteristics between traditional and modern materials and construction methods with particular reference to the breathability and permeability characteristics of traditional building fabric.
	1.10 Determine why identifying building materials and construction methods for buildings of different ages including alterations and additions is required and specify how to do this.
	1.11 Determine the materials proposed are suitable and in sufficient quantity to achieve the design outcomes.
	1.12 Discuss how to work in and around buildings and their occupants including neighbouring properties and site constraints.
	1.13 Distinguish between the potential environmental and ecological impacts of retrofit works and recognise how to respond including but not limited to safeguarding protected species.
	1.14 Explain key terms and concepts including heritage values, heritage significance, heritage impact assessment, sustainable development and management of traditional and historic buildings and structures.
	1.15 Select and summarise legislation and official guidance specific to heritage, traditional and protected buildings.
	1.16 Outline why reporting the discovery of architectural or archaeological features to the person responsible is required and detail how to do this.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>2 Supervise the workforce to conduct external and internal pre-installation building inspections.</p>	<p>2.1 Supervise the workforce to conduct external and internal pre-installation building inspections, and report findings to the person responsible for at least eight of the following:</p> <ul style="list-style-type: none"> – suitable access – property suitability – adjoining structures – structural integrity – hazardous materials – dampness – decay – exposure ratings – combustion appliances, flues and ventilation – services (gas, electric, water, media cables).
	<p>2.2 Explain why the supervision of the workforce to conduct external and internal pre-installation building inspections, and report findings to the person responsible is required</p>
	<p>2.3 Describe how to supervise the workforce to conduct external and internal pre-installation building inspections and report to the person responsible for the following:</p> <ul style="list-style-type: none"> – suitable access – property suitability – adjoining structures – structural integrity – hazardous materials – dampness – decay – exposure ratings – combustion appliances, flues and ventilation – services (gas, electric, water, media cables) – invasive species.
	<p>2.4 Discuss how to identify and respond to hazards including hazardous materials, fire safety, and flues and ventilation (incorrectly installed, blocked, damaged and insufficient).</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
3 Supervise control measures against identified risks arising from external and internal pre-installation building inspections.	3.1 Supervise control measures against identified risks arising from external and internal pre-installation building inspections for at least eight of the following: <ul style="list-style-type: none"> – suitable access – property suitability – adjoining structures – structural integrity – hazardous materials – dampness – decay – exposure ratings – combustion appliances, flues and ventilation – services (gas, electric, water, media cables).
	3.2 Detail why supervision of control measures against identified risks arising from external and internal pre-installation building inspections is required.
	3.3 Determine how to supervise control measures against identified risks arising from external and internal pre-installation building inspections for the following: <ul style="list-style-type: none"> – suitable access – property suitability – adjoining structures – structural integrity – hazardous materials – dampness – decay – exposure ratings – combustion appliances, flues and ventilation – services (gas, electric, water, media cables) – invasive species.
	3.4 Outline how to recognise, record and report the key issues from external and internal pre-installation building inspections that may affect the commencement of the work whilst working within your authority to rectify or suspend works.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>4 Supervise control measures against identified technical and procedural risks.</p>	<p>4.1 c Supervise control measures against identified technical and procedural risks for at least eight of the following:</p> <ul style="list-style-type: none"> – accuracy and completeness of project information – building condition – health and safety hazards – fire safety – temporary works – protection of existing fabric and services – suitability of materials – working in and around buildings and their occupants and neighbouring properties – environment and ecology including but not limited to safeguarding protected species – heritage significance – discovery of architectural or archaeological features.
	<p>4.2 Clarify why the supervision of control measures against identified technical and procedural risks are required.</p>
	<p>4.3 Describe how to supervise control measures against identified technical and procedural risks for the following:</p> <ul style="list-style-type: none"> – accuracy and completeness of project information – building condition – health and safety hazards – fire safety – temporary works – protection of existing fabric and services – suitability of materials – working in and around buildings and their occupants and neighbouring properties – environment and ecology including but not limited to safeguarding protected species – heritage significance – discovery of architectural and archaeological features.
	<p>4.4 Detail how to apply the principles of fire safety legislation and guidance relating to the retrofit installation and use of the building.</p>
	<p>4.5 Explain how to supervise the work onsite using any statutory or manufacturers requirements for testing and maintaining fire prevention and protection systems and records.</p>
	<p>4.6 Outline how to recognise, record and report the key issues from technical and procedural risks that may affect the commencement of the work whilst working within your authority to rectify or suspend works.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
5 Interpret and utilise information sources against on-site conditions.	5.1 Interpret and utilise information sources against on-site conditions to contribute to the retrofit works plan, risk assessments and method statements for at least four of the following: <ul style="list-style-type: none"> – drawings, design and specification information – building performance criteria to industry standards – manufacturers' technical information and product data sheets – sub-contractor methods and scope of works – surveys – tests – examinations – specialist reports – statutory consents – current legislation, official and technical guidance – written scheme of investigation (WSI) for archaeology
	5.2 Discuss why the interpretation and utilisation of information sources against on-site conditions to contribute to the retrofit works plan, risk assessments and method statements are required for the following: <ul style="list-style-type: none"> – drawings, design and specification information – building performance criteria to industry standards – manufacturers' technical information and product data sheets – sub-contractor methods and scope of works – surveys – tests – examinations – specialist reports – statutory consents – current legislation, official and technical guidance – written scheme of investigation (WSI) for archaeology.
	5.3 Describe how to interpret and utilise information sources against on-site conditions to contribute to the retrofit works plan, risk assessments and method statements for the following: <ul style="list-style-type: none"> – drawings, design and specification information – building performance criteria to industry standards – manufacturers' technical information and product data sheets – sub-contractor methods and scope of works – surveys – tests – examinations – specialist reports – statutory consents – current legislation, official and technical guidance – written scheme of investigation (WSI) for archaeology

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>5.4 Detail why compliance with relevant legal duties and fire safety standards during the construction phase of retrofit works is required and explain how to do this.</p> <p>5.5 Outline why documented information for fire safety including advising and sharing information with the person responsible is required.</p>
<p>6 Report issues with the planned retrofit works and suggest corrective actions</p>	<p>6.1 Report issues with the planned retrofit works and suggest corrective actions for at least six of the following information sources:</p> <ul style="list-style-type: none"> – risk assessments – method statements – drawings, design and specification information – building performance criteria to industry standards – manufacturers' technical information and product data sheets – sub-contractor methods and scope of works – surveys – tests – examinations – specialist reports – statutory consents – current legislation, official and technical guidance – the limitations, defects of the materials and their characteristics – written scheme of investigation (WSI) for archaeology.
	<p>6.2 Examine why it is important to report issues with the planned retrofit works and suggest corrective actions.</p>
	<p>6.3 Explore how to report issues with the retrofit works and suggest corrective actions for the following:</p> <ul style="list-style-type: none"> – risk assessments – method statements – drawings, design and specification information – building performance criteria to industry standards – manufacturers' technical information and product data sheets – sub-contractor methods and scope of works – surveys – tests – examinations – specialist reports – statutory consents – current legislation, official and technical guidance – the limitations, defects of the materials and their characteristics – written scheme of investigation (WSI) for archaeology.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Assess the project programme and contribute to the planning and sequencing of works	7.1 Assess the project programme and contribute to the planning and sequencing of works for the installation of retrofit works for at least five of the following: <ul style="list-style-type: none"> – repair – stabilisation – temporary works – opening-up and investigations – removal of fabric, structure or services, and making good – preparing the building for installation of fabric measures – installation of fabric, structure or services – testing – commissioning – handover
	7.2 Evaluate why it is required, and how to assess the project programme for working on and around existing buildings and structures.
	7.3 Reflect on why it is required and how to contribute to the planning and sequencing of works for the installation of retrofit works for the following: <ul style="list-style-type: none"> – repair – stabilisation – temporary works – opening-up and investigations – removal of fabric, structure or services, and making good – preparing the building for installation of fabric measures – installation of fabric, structure or services – testing – commissioning – handover.
	7.4 Explain how to produce method statements for working on and around existing buildings and structures.
	7.5 Discuss why avoiding potential thermal and hygrothermal performance risks of failure is required, and how to do this through planning and sequencing of works including but not limited to: <ul style="list-style-type: none"> – thermal bridges – ventilation – thermal bypass – condensation and interstitial condensation – alterations in structure including materials, components and the building – moisture movement – optimisation of heating systems

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	7.6 Compare and contrast the implications to planning and sequencing of offsite construction methods and onsite assembly.
8 Contribute to the planning for the efficient use of the resources required for retrofit works,	8.1 Contribute to the planning for the efficient use of the resources required for retrofit works, for at least four of the following: <ul style="list-style-type: none"> – materials and components – services – plant, equipment or machinery – workforce – information – site facilities – waste management – structures – storage of materials within specified parameters.
	8.2 Explain why it is required, and how to plan the efficient use of resources for retrofit works: <ul style="list-style-type: none"> – materials and components – services – plant, equipment or machinery – workforce – information – site facilities – waste management – structures – storage of materials within specified parameters.
	8.3 Determine how to recognise and determine when specialist skills and knowledge are required and how to resource accordingly including but not limited to: <ul style="list-style-type: none"> – electrical – gas – asbestos – radon – heritage – ecology – ventilation – fire safety.

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	60
Assessment Time	10

Title:	Supervising the installation, commissioning and handover of retrofit works in the workplace	
Unit Number:	D/650/0908	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Observe and apply organisational requirements appropriate for the protection of people and the environment.	1.1	Observe and apply organisational requirements appropriate for the protection of the workforce, sub-contractors, suppliers, consultants, occupants, visitors, the general public and the environment by the application of information relating to: <ul style="list-style-type: none"> – methods of work – risk assessments – safe use and storage of tools – safe use and storage of materials and components – traffic management – emergency plans – fire safety – acoustic and sound insulation – thermal insulation – workforce competency – site constraints.
	1.2	Examine which organisational requirements apply to the protection of the workforce, sub-contractors, suppliers, consultants, occupants, visitors, the general public, and the environment in relation to the following: <ul style="list-style-type: none"> – methods of work – risk assessments – safe use and storage of tools – safe use and storage of materials and components – traffic management – emergency plans – fire safety – acoustic and sound insulation – thermal insulation – workforce competency – site constraints.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
2 Supervise implementation of the retrofit plan ensuring effective and efficient working practices.	2.1 Supervise the implementation of the retrofit plan ensuring effective and efficient working practices compliant with design and quality standards, for a given occupational area.
	2.2 Identify why it is required and explain how to supervise the implementation of the retrofit plan ensuring effective and efficient working practices compliant with design and quality standards for a given occupational area.
	2.3 Explain why it is required, and state how to ensure operatives undertaking the installation, commissioning and handover are qualified to do so for a given occupational area.
	2.4 Explain why it is required, and state how to ensure operatives have access to adequate knowledge of the retrofit works and the behaviours required for their safe, efficient and effective operation and maintenance.
3 Review and record works progress against the project programme and take corrective action when required.	3.1 Review and record works progress against the project programme, resources and planned sequencing of works.
	3.2 Recommend and take corrective action when required to maintain the works progress.
	3.3 Explain why reviewing and recording works progress against the project programme, resources and planned sequencing of works is required.
	3.4 Describe how to review, record and report works progress against the project programme, resources and planned sequencing of work.
	3.5 Detail when and how to recommend and take corrective action.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>3.6 Recognise and explain how the following increase the risk of failure of the installation works:</p> <ul style="list-style-type: none"> – technical and performance issues: <ul style="list-style-type: none"> • thermal bridges • heating • ventilation • thermal bypass • condensation and interstitial condensation • alterations in structure • moisture movement • fire safety • acoustic and sound insulation – inefficiencies – additional costs – delays to programme – abortive works – duplication – damage – latent defects.
<p>4 Recognise and report defects in installation.</p>	<p>4.1 Recognise and report defects in installation with specific reference to five of the following:</p> <ul style="list-style-type: none"> – gaps in installation – missing and inappropriate fixings – detailing at corners, edges, junctions and openings – interaction with building services – combustion appliances, flues and ventilation – fire safety – acoustic and sound insulation – thermal bypass and thermal bridges – loading.
	<p>4.2 Explain how and when to propose suitable corrective action for any defects in installation.</p>
<p>5 Check, record and report that ventilation is not compromised.</p>	<p>5.1 Check, record and report that ventilation is not compromised and complies with all relevant standards for the following:</p> <ul style="list-style-type: none"> – gas and other combustion appliances – flues – general ventilation.
	<p>5.2 Explain why checks are required, and how to check, record and report that ventilation is not compromised and complies with all the relevant standards for the following:</p> <ul style="list-style-type: none"> – gas and other combustion appliances – flues – general ventilation.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>6 Carry out specified checks of the retrofit works.</p>	<p>6.1 Carry out specified checks of the retrofit works and record that the works conform to quality, standards and compliance with the retrofit design, and manufacturers' instructions, throughout the installation process, for at least eight of the following:</p> <ul style="list-style-type: none"> – alterations to the structure – loadings – fixings – corners, junctions and edges of building elements – interfaces between the building fabric, services and the occupants – windows and doors including reveals, sills and soffits – thermal bypass – thermal bridges – air tightness – vapour barriers – moisture movement – moisture ingress – condensation risks – rainwater goods – mechanical, electrical and plumbing (MEP) – fire safety – acoustic and sound insulation.
	<p>6.2 Identify why it is important to carry out specified checks of the retrofit works during installation and record the works conform to the following:</p> <ul style="list-style-type: none"> – quality – standards – manufacturers' instructions, technical information and product data sheets – retrofit design.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>6.3 Describe how to carry out checks and record installation of works for quality, standards and compliance with the retrofit design, and manufacturers' instructions, for the following:</p> <ul style="list-style-type: none"> – alterations to the structure – loadings – fixings – corners, junctions and edges of building elements – interfaces between the building fabric, services and the occupants – windows and doors including reveals, sills and soffits – thermal bypass – thermal bridges – air tightness – vapour barriers – moisture movement – moisture ingress – condensation and interstitial condensation risks – rainwater goods – mechanical, electrical and plumbing (MEP) – fire safety – acoustic and sound insulation.
	<p>6.4 State the potential risks and implications of non-compliance and poor quality installations over time, for active and passive fire safety measures.</p>
	<p>6.5 Explain the potential risks and implications of non-compliance and poor quality installations over time, including but not limited to:</p> <ul style="list-style-type: none"> – occupant health and safety – indoor air quality – mould – performance gaps – rot – building fabric decay – overheating.
	<p>6.6 Recognise the importance of maintaining ventilation.</p>
	<p>6.7 Describe why it is important to recognise ventilation and air movement pathways through buildings and why it is important that these are maintained, whilst balancing the need for airtightness.</p>
	<p>6.8 Identify the different properties of insulation materials and how these relate to thermal, moisture, condensation, acoustic and sound, and fire safety.</p>

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	6.9 Explain the different types of air and vapour control layers and breather membranes, where and how they should be used, and why it is important to install them correctly.
	6.10 State the importance of ensuring the integrity of air and vapour control layers and breather membranes following installation and the need to ensure continuity.
	6.11 Explain how condensation forms in buildings, how this relates to moisture and moisture movement and what steps can be taken to mitigate potential risks.
	6.12 Explain why a 'Whole Building' approach is taken to retrofit works and how this relates to building performance and building use.
7 Identify, record and implement agreed corrective actions when required.	7.1 Identify, record and implement agreed corrective actions when required for at least nine of the following: <ul style="list-style-type: none"> – alterations to the structure – loadings – fixings – corners, junctions and edges of building elements – interfaces between the building fabric, services and the occupants – windows and doors including reveals, sills and soffits – thermal bypass – thermal bridges – air tightness – vapour barriers – moisture movement – moisture ingress – condensation risks – rainwater goods – mechanical, electrical and plumbing (MEP) – combustion appliances, flues and ventilation – fire safety – acoustic and sound insulation.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	<p>7.2 Explain how and when to identify, implement and record agreed corrective actions for the following:</p> <ul style="list-style-type: none"> – alterations to the structure – loadings – fixings – corners, junctions and edges of building elements – interfaces between the building fabric, services and the occupants – windows and doors including reveals, sills and soffits – thermal bypass – thermal bridges – air tightness – vapour barriers – moisture movement – moisture ingress – condensation and interstitial condensation risks – rainwater goods – mechanical, electrical and plumbing (MEP) – combustion appliances, flues and ventilation – fire safety – acoustic and sound insulation.
<p>8 Schedule and coordinate the inspection testing and commissioning and communicate the outcomes for retrofit works.</p>	<p>8.1 Schedule and coordinate the inspection, testing and commissioning, and communicate the outcomes for retrofit works.</p>
	<p>8.2 State why the scheduling and coordination of the inspection testing and commissioning for retrofit works is required.</p>
	<p>8.3 Describe how to schedule and coordinate the inspection testing and commissioning of retrofit works.</p>
	<p>8.4 Determine how to record outcomes for retrofit works, services and fabric and why it is required.</p>
	<p>8.5 Recognise the range of non-destructive testing and investigation methods including but not limited to:</p> <ul style="list-style-type: none"> – thermal imaging – moisture content of building fabric – air tightness for building envelope and identifying air filtration and air leakage points – energy use of buildings from meters and sub-meters for individual systems – sound insulation testing – borescope testing.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	8.6 State why the final commissioning of all building services is done together, rather than separately.
	8.7 Describe the stages of commissioning including but not limited to: <ul style="list-style-type: none"> – setting-to-work – regulation – performance optimisation – recording – post-commissioning checks – fine tuning during occupancy
9 Identify, implement and record agreed corrective actions for retrofit works.	9.1 Identify, implement and record agreed corrective actions for retrofit works following commissioning including but not limited to two of the following: <ul style="list-style-type: none"> – ventilation – combustion appliances – heat recovery devices – heating systems – hot water systems – lighting fittings – systems and controls – insulation – draught proofing – windows and doors – solar blinds, shutter and shading devices – renewable energy installations – fire safety – acoustic and sound insulation.
	9.2 Explain why identifying, recording and implementing agreed corrective actions is required following commissioning
	9.3 State how to identify, record and implement agreed corrective actions following commissioning
10 Contribute to the project handover on completion of retrofit works.	10.1 Contribute to the project handover on completion of retrofit works.
	10.2 Explain why it is required and describe how to contribute to the project handover on completion of the installation of retrofit works.
	10.3 Identify how to supply the relevant information in relation to the project handover in accordance with the 'handover strategy' and the requirements of the relevant certification schemes.

Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
	10.4 Confirm how to gather and record information
	10.5 State how to convey the following information about the installed measures: <ul style="list-style-type: none"> – physical inspection and explanation of function and operation – demonstrate the safe operation of any components, devices and controls – visual checks to ensure the recipient is able to operate the components, devices and controls – care needed to avoid detrimental effects – maintenance, including requirements to comply with guarantees and warranties – efficient operation to facilitate the delivery of intended reduction in energy use – importance of ventilation – post completion services – provision of documentation including end-user advice information.
	10.6 Propose how to present information and recommendations for any remedial actions or changes to the retrofit process required, to relevant stakeholders including, but not limited to: <ul style="list-style-type: none"> – clients – designers and contract administrators – installers and contractors – end-users – external enforcement and quality assurance bodies – funding organisations – guarantee or warranty providers
	10.7 State who the recipients of the handover process are
	10.8 Explain why it is important to supply copies of the following documentation: <ul style="list-style-type: none"> – test certificates and commissioning records – operation and maintenance instructions and manuals – warranty and guarantee certificates – As Constructed plans

Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	60
Assessment Time	10



enquiries@proqualab.com

Tel: +44 (0)1430 423822

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