# Level 3 NVQ Diploma in Occupational Work Supervision (Construction)

## Qualification Specification

# Contents

## Introduction

The ProQual Level 3 NVQ Diploma in Occupational Work Supervision (Construction) qualification provides provides the opportunity for individuals who supervise others in a relevant construction occupational area to demonstrate their competence.

The awarding organisation for this qualification is ProQual. This qualification is regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and the Council for the Curriculum Examinations and Assessment (CCEA) Regulation. The Regulated Qualifications Framework (RQF) includes those qualifications regulated by Ofqual and CCEA Regulation.

## Qualification Profile
## Level 3 NVQ Diploma in Occupational Work Supervision (Construction)

| | |
|---|---|
| Qualification title | **ProQual Level 3 NVQ Diploma in Occupational Work Supervision (Construction)** |
| Ofqual qualification number | 600/4243/6 |
| Level | 3 |
| Total qualification time | 670 hours |
| Guided learning hours | 224 |
| Assessment | Pass or fail<br>Internally assessed and verified by centre staff<br>External quality assurance by ProQual verifiers |
| Qualification start date | 1/1/12 |
| Qualification end date | |

## Entry Requirements

Following the removal of the endorsement list for this qualification the following entry requirements apply for anyone undertaking this qualification :

- the individual's occupational industry experience prior to being registered for the Occupational Work Supervision qualification
- the individual's ability and experience in supervising teams
- the individual is occupationally competent to at least level 2 or SCQF level 5 in Construction

ProQual must ensure that candidates provide evidence to demonstrate relevant verifiable experience.

The evidence for verifying suitability prior to being registered for the Occupational Work Supervision qualification should meet the following criteria:

- candidate provides evidence to demonstrate relevant verifiable experience and competence in their occupational area for example: qualification to N/SVQ Level 2 or SCQF Level 5

Or

- a letter from the employer confirming the candidate's suitability and a professional discussion or portfolio evidence of previous experience.

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

# Qualification Structure

To achieve the qualification candidates complete ALL SIX of the Mandatory units, plus a minimum of TWO Optional units.

| Mandatory Units – complete ALL units | | | |
|---|---|---|---|
| **Unit Reference Number** | **Unit Title** | **Unit Level** | **GLH** |
| A/503/2772 | Confirming Work Activities and Resources for an Occupational Work Area in the Workplace | 3 | 33 |
| M/503/2915 | Developing and Maintaining Good Occupational Working Relationships in the Workplace | 5 | 27 |
| R/503/2924 | Confirming the Occupational Method of Work in the Workplace | 3 | 37 |
| T/503/2723 | Implementing and Maintaining Health, Safety and Welfare in the Workplace | 3 | 37 |
| F/503/2725 | Co-ordinating and Organising Work Operations in the Workplace | 3 | 40 |
| F/503/2742 | Monitoring Progress of Work Against Schedules in the Workplace | 3 | 30 |
| **Optional Units – complete a minimum of TWO units** | | | |
| **Unit Reference Number** | **Unit Title** | **Unit Level** | **GLH** |
| T/503/2740 | Allocating and Monitoring the Use of Plant and Equipment in the Workplace | 3 | 30 |
| J/503/2743 | Confirming Work Meets Quality Standards in the Workplace | 3 | 30 |
| L/503/2744 | Implementing Procedures to Support the Team's Performance in the Workplace | 3 | 37 |
| D/503/2747 | Co-ordinating and Confirming Dimensional Control of Requirements of the Work in the Workplace | 3 | 27 |

## Centre Requirements

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

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

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

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

## Support for Candidates

Materials produced by centres to support candidates should:

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

## Links to National Standards / NOS mapping

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

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

## Assessment

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

The qualification must be assessed in line with the Construction 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 9.

## 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 -

  **ProQual Level 3 NVQ Diploma in Occupational Work Supervision (Construction)**

### Claiming certificates

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

### Unit certificates

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

### Replacement certificates

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

# Learning Outcomes and Assessment Criteria
## Unit A/503/2772
## Confirming Work Activities and Resources for an Occupational Work Area in the Workplace

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Identify work activities, assess required resources and plan the sequence of work. | 1.1 | Identify work activities, assess required resources and plan the sequence of work. |
| | | 1.2 | Identify work activities and formulate a plan for their own sequence of work. |
| | | 1.3 | Explain the types of work relative to the occupational area and how to identify different work activities. |
| | | 1.4 | Explain methods of assessing the resources needed from a range of available information. |
| | | 1.5 | Explain the required information and the different methods used to prepare a work programme relative to the occupational area. |
| 2 | Obtain clarification and advice where the resources required are not available. | 2.1 | Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available. |
| | | 2.2 | Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available. |
| 3 | Evaluate the work activities and the requirements of any significant external factors against the project requirements. | 3.1 | Assess progress of work against project requirements, taking into account external factors relating to: <br> – other occupations and /or customers <br> – resources <br> – weather conditions <br> – health and safety requirements. |
| | | 3.2 | Explain different methods of evaluating work activities against the following project requirements: <br> – contract conditions <br> – contract programme <br> – health and safety requirements of operatives. |
| | | 3.3 | Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| | – other related programmes<br>– special working conditions<br>– weather conditions<br>– other occupations/people<br>– resources<br>– health and safety requirements. |
| 4    Identify work activities which influence each other and make the best use of their sources available. | 4.1    Determine work activities that have an influence on each other.<br><br>4.2    Evaluate which work activities make the best use of available resources in relation to:<br>– occupations and/or customers associated with the work<br>– tools, plant and/or ancillary equipment materials and components.<br><br>4.3    Explain different methods and sources that can identify which work activities influence each other.<br><br>4.4    Describe how to determine the sequence of work activities and how long each work activity will take.<br><br>4.5    Describe what zero and low carbon requirements are.<br><br>4.6    Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment. |
| 5    Identify changed circumstances that require alterations to the work programme and justify them to decision makers. | 5.1    Evaluate project progress against the work programme to identify any changed circumstances.<br><br>5.2    Inform line management and/or customers on the type and extent of any required changes to the work programme.<br><br>5.3    Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.<br><br>5.4    Explain how to assess contractual/work effects resulting from alterations to the work programme. |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| | 5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

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

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Develop, maintain and encourage working relationships to promote good will and trust. | 1.1 | Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved. |
| | | 1.2 | Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others. |
| | | 1.3 | Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people. |
| | | 1.4 | Explain the principles of equality and diversity and how to apply them when working and communicating with others. |
| 2 | Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency. | 2.1 | Communicate on the following work activity information to relevant people following organisational procedures: <br>– appropriate timescales <br>– health and safety requirements <br>– 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: <br>– colleagues <br>– employers <br>– customers <br>– contractors <br>– suppliers of products and services <br>– other people affected by the work/project. |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 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:<br>– progress<br>– results<br>– achievements<br>– Occupational problems<br>– Occupational opportunities<br>– health and safety requirements<br>– 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. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria.  However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

# Unit R/503/2924
# Confirming the Occupational Method of Work in the Workplace

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Assess available project data accurately to determine the occupational method of work. | 1.1 | Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work. |
| | | 1.2 | Explain how to summarise the following project data:<br>– required quantities<br>– specifications<br>– detailed drawings<br>– health and safety requirements<br>– timescales<br>– scope of works. |
| | | 1.3 | Explain the different methods of assessing available project data. |
| | | 1.4 | Explain how to use project data to interpret the work method, In relation to:<br>– standard work procedures<br>– sequence of work<br>– organisation of resources (people, equipment, materials)<br>– work techniques<br>– working conditions (health, safety and welfare)<br>– risk assessment. |
| 2 | Obtain additional information from alternative sources in cases where the available project data is insufficient. | 2.1 | Collect and collate additional information from alternative sources to clarify the work to be carried out. |
| | | 2.2 | Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient:<br>– customers or representatives<br>– suppliers<br>– regulatory authorities<br>– manufacturer's literature. |
| 3 | Identify work methods that will make best use of resources and meet project, statutory and contractual requirements. | 3.1 | Examine potential work methods to carry out the occupational work activity. |
| | | 3.2 | Determine which work methods will make best use of relevant resources and meet |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| | | | health and safety requirements relating to technical and/or project criteria. |
| | | 3.3 | Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to:<br>– health and safety welfare (principles of protection)<br>– fire protection<br>– access and egress<br>– equipment availability<br>– availability of competent workforce<br>– pollution risk<br>– waste and disposal<br>– zero and low carbon outcomes<br>– weather conditions. |
| | | 3.4 | Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to:<br>– conforming to statutory requirements<br>– customer and user needs<br>– contract requirements in terms of time, quantity and quality<br>– environmental considerations. |
| | | 3.5 | Explain how different methods of work can achieve zero/low carbon outcomes. |
| 4 | Confirm and communicate the selected work method to relevant personnel. | 4.1 | Confirm the selected occupational work method that meets project, statutory and contractual requirements. |
| | | 4.2 | Communicate appropriately to relevant people on the selected occupational work method. |
| | | 4.3 | Describe the different techniques and methods of confirming and communicating work methods to relevant people. |
| | | 4.4 | Explain the principles of equality and diversity and how to apply them when working and communicating with others. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria.  However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Unit T/503/2723
## Implementing and Maintaining Health, Safety and Welfare in the Workplace

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Allocate and maintain health, safety and welfare equipment and resources to meet project and statutory requirements. | 1.1 | Make arrangements for health, safety and welfare in the relevant operational work environment. |
| | | 1.2 | Allocate responsibilities for maintaining health, safety and welfare equipment and resources to relevant people. |
| | | 1.3 | Post and maintain statutory notices and hazard warnings. |
| | | 1.4 | Allocate appropriate health, safety and welfare equipment and resources relative to the operational work environment. |
| | | 1.5 | Explain the methods of identifying and allocating health, safety and welfare equipment and resources, relating to:<br>– protective clothing<br>– protective equipment<br>– first-aid facilities and arrangements<br>– welfare facilities<br>– storage of security of material and equipment<br>– accident and incident reporting<br>– fire-fighting equipment<br>– statutory notices<br>– safety signs<br>– provision of health, safety and welfare training. |
| 2 | Encourage a positive health, safety and welfare culture whilst identifying opportunities for improving the health and safety of the work environment. | 2.1 | Deliver work briefings to relevant people within the operational work environment to promote and encourage a positive health, safety and welfare culture. |
| | | 2.2 | Encourage two-way dialogue with other people and seek feedback for opportunities to improve the health and safety of the work environment. |
| | | 2.3 | Explain how to identify different opportunities for improving workplace health, safety and welfare. |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| | | 2.4 | Explain how to recommend opportunities for improving workplace health, safety and welfare. |
| | | 2.5 | Explain methods and techniques of promoting and encouraging a positive culture of health safety and welfare in the workplace. |
| | | 2.6 | Explain how to deliver work briefings in ways that seek and encourage feedback. |
| 3 | Ensure that their team is inducted and suitably competent and monitored whilst at the workplace. | 3.1 | Use appropriate methods to confirm that the team are properly inducted and given regular health and safety updates. |
| | | 3.2 | Determine that their team are suitably competent by carrying out relevant checks. |
| | | 3.3 | Ensure that the operational performance of the team is monitored. |
| | | 3.4 | Use appropriate methods and techniques to communicate and report any team performance issues. |
| | | 3.5 | Explain the organisational methods and procedures for carrying out inductions that confirm: <br> - health and safety responsibilities <br> - workplace operations <br> - health, safety and welfare equipment and resources <br> - risk control procedures <br> - first-aid arrangements. |
| | | 3.6 | Explain the different ways of checking and monitoring correct authorisation and operational performance of the following people whilst in the workplace: <br> - workforce <br> - suppliers <br> - visitors <br> - customers <br> - members of the public <br> - trespassers. |
| | | 3.7 | Explain the different techniques and methods of communicating and reporting any team performance issues. |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 4 | Monitor health, safety and welfare in the relevant work environment in accordance with statutory requirements. | 4.1 | Implement and maintain health, safety and welfare within the operational work environment in accordance with legislation, workplace regulations, Codes of Practice and official guidance. |
| | | 4.2 | Instigate actions to deal with any changing circumstances within the operational work environment in order to maintain health, safety and welfare. |
| | | 4.3 | Explain the methods and techniques used to regularly check health, safety and welfare systems regularly in accordance with the following statutory requirements:<br>- workplace specific health, safety and welfare regulations<br>- general health, safety and welfare legislation<br>- recognised industry codes of practice<br>- prescribed notices<br>- safety signs. |
| | | 4.4 | Explain how to identify any special workplace conditions and examples which do not comply with regulations. |
| | | 4.5 | Describe the different methods of recording special workplace conditions and examples which do not comply with regulations. |
| | | 4.6 | Explain the reasons for regularly checking health safety and welfare relevant to the operational working environment. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

# Unit F/503/2725
# Co-ordinating and Organising Work Operations in the Workplace

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Provide adequate information about the work, as required, to all people affected. | 1.1 | Communicate arrangements for the work, to the relevant people, in relation to:<br>– start date<br>– how long it will take<br>– expected completion date. |
| | | 1.2 | Explain different methods of informing the people affected of the work arrangements. |
| | | 1.3 | List the types of people, internal and external to the project, who could be affected by work relevant to typical projects. |
| | | 1.4 | Describe the consequences of providing inadequate information to those affected by the work. |
| 2 | Agree a programme and methods of work with the people who will carry out the work. | 2.1 | Discuss and confirm work programmes and methods of work relevant to project requirements with people involved in carrying out the work. |
| | | 2.2 | Explain different methods and techniques of agreeing programmes and methods of work with those who will be carrying out the work. |
| 3 | Organise the work being done with other operations as required for the overall work being carried out. | 3.1 | Arrange and agree work programmes with other occupations relevant to project requirements. |
| | | 3.2 | Explain the methods of organising and co-ordinating work with other work activities/operations. |
| 4 | Obtain sufficient resources of the appropriate type to meet the project requirements and timescales. | 4.1 | Identify and source adequate, suitable resources to meet project requirements. |
| | | 4.2 | Describe ways of identifying and obtaining required resources for the project. |
| | | 4.3 | Explain methods of planning for resources, in relation to:<br>- people |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| | | | - tools<br>- plant and ancillary equipment<br>- materials and components<br>- information. |
| 5 | Organise and control the work and resources in order to keep the workplace safe and tidy. | 5.1 | Implement systems to control resources, maintain site tidiness and dispose of waste in accordance statutory requirements. |
| | | 5.2 | Explain different ways of controlling the workplace and resources to create and maintain safe conditions and a tidy workplace. |
| | | 5.3 | Explain how a safe and tidy workplace creates a favourable image of the organisation, its products and services, and the project. |
| 6 | Identify, record and pass on information on any special considerations to people who could be affected. | 6.1 | Identify any special considerations that have to be allowed for, which can affect the project or people, in relation to:<br>– occupiers<br>– environment<br>– vehicular access<br>– hazards<br>– trespass<br>– near neighbours<br>– public access<br>– workplace conditions<br>– health, safety and welfare<br>– statutory regulations and limitations<br>– Codes of Practice. |
| | | 6.2 | Use appropriate methods to record any special considerations identified. |
| | | 6.3 | Supply information on any identified special considerations to those who would be affected. |
| | | 6.4 | Explain different ways of identifying what are special considerations. |
| | | 6.5 | Describe the methods of recording special considerations. |
| | | 6.6 | Explain ways information on special considerations can be passed on to the people affected. |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 7 | Organise the work area layout for operational purposes and communicate to the people involved with the work. | 7.1 | Organise the operational work area layout for operational purposes for four of the following:<br>– storage<br>– layout of working area<br>– environmental considerations<br>– plant and/or equipment<br>– temporary services<br>–  access and egress<br>– security<br>– continued use by occupiers<br>– welfare facilities. |
| | | 7.2 | Inform relevant workforce of the work area layout for operational purposes. |
| | | 7.3 | Explain the methods and techniques used for passing on information about the work area layout to people working in the workplace. |
| | | 7.4 | Explain different ways of organising/arranging the work area layout for operational purposes. |
| 8 | Organise the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised. | 8.1 | Plan and arrange storage for materials relevant to the occupational work environment in accordance with statutory and organisational requirements. |
| | | 8.2 | Plan and arrange material handling and movement to allow minimum movement and waste. |
| | | 8.3 | Explain the factors, methods and considerations needed to organise the efficient storage and use of materials and components. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria.  However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Unit T/503/2740
## Allocating and Monitoring the Use of Plant, Machinery or Equipment in the Workplace

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Confirm the plant, machinery or equipment for the workplace and allocate it to the operations. | 1.1 | Identify and allocate the required type(s) of plant, machinery or equipment needed for the specific operations. |
| | | 1.2 | Explain how to check the following types of plant, machinery or equipment in the workplace for condition and allocate to suitable operations:<br>– static and mobile<br>– standard/non-standard<br>– electro-mechanical and electronic<br>– hand tools<br>– consumables<br>– health and safety equipment. |
| 2 | Identify and assess health and safety risks and implement working practices and other safeguards to minimise risks involving the use of plant, machinery or equipment. | 2.1 | Assess any health and safety risks for the work being carried out. |
| | | 2.2 | Implement safe working practices and other safeguards for the work being carried out. |
| | | 2.3 | Carry out appropriate checks to ensure the operator holds the relevant authorisation to operate plant, machinery or equipment. |
| | | 2.4 | Explain how to identify what health and safety risks there are, in relation to:<br>– operators<br>– other personnel in the workplace<br>– members of the public<br>– workplace visitors<br>– owners of adjoining property environment. |
| | | 2.5 | Explain the methods used to assess any health and safety risks for the working being carried out. |
| | | 2.6 | Explain how to implement safe working practices and other safeguards to minimise risks. |
| 3 | Inform decision makers where plant, machinery or equipment is unsuitable | 3.1 | Advise relevant decision makers where plant, machinery or equipment is deemed |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| | for use in the workplace when allocating and monitoring. | | unsuitable and suggest alternatives for the type of work. |
| | | 3.2 | Explain methods that can be used to inform relevant decision makers when plant, machinery or equipment is unsuitable for use within the workplace, in regards to failing to meet:<br>– operational efficiency<br>– health and safety<br>– competence requirements<br>– authorisation<br>– reliability<br>– usage requirements. |
| 4 | Provide accurate instructions for the use of plant, machinery or equipment to operators when allocating and monitoring and ensure safe use. | 4.1 | Instruct operators and users on the safe and correct use of plant, machinery or equipment using manufacturer's instructions and official guidance. |
| | | 4.2 | Monitor the plant, machinery or equipment to ensure it is being used or operated safely in accordance with given instructions. |
| | | 4.3 | Explain different methods and sources to provide accurate instructions for the use of plant, machinery or equipment to those using, or affected by, plant operations. |
| | | 4.4 | Describe suitable ways of monitoring safe use of plant, machinery or equipment. |
| | | 4.5 | Explain methods used to inform relevant decision makers when an operator is deemed unsuitable for the safe use of plant, machinery or equipment. |
| 5 | Inform decision makers promptly when plant, machinery or equipment is no longer required. | 5.1 | Provide relevant information to decision makers on the return of plant, machinery or equipment promptly following the completion of the work. |
| | | 5.2 | Explain the methods used to inform relevant decision makers when plant, machinery or equipment is no longer required. |
| | | 5.3 | Summarise the types of information given to decision makers when arranging for the return of plant, machinery or equipment. |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| | 5.4    Explain why decision makers should be informed promptly when plant, machinery or equipment is no longer required. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Unit F/503/2742
## Monitoring Progress of Work Against Schedules in the Workplace

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
| --- | --- | --- | --- |
| 1 | Identify and inform decision makers of inappropriate specified resources and suggest suitable alternatives. | 1.1 | Establish and record inappropriate resources selected for the project, and seek suitable alternatives. |
| | | 1.2 | Advise relevant decision makers of suitable alternative resources. |
| | | 1.3 | Give examples of inadequate and inappropriate resources, relating to:<br>- people<br>- tools and ancillary equipment<br>- materials and components<br>- time<br>- information. |
| | | 1.4 | Explain the different methods and techniques of informing relevant decision makers about inadequate or inappropriate resources. |
| | | 1.5 | Explain the organisational procedure for suggesting and specifying alternative resources. |
| 2 | Identify and quantify deviations from planned progress which have or may occur, and which could disrupt the programme. | 2.1 | Determine and analyse work done or projected work to be done. |
| | | 2.2 | Compare work done or projected work against given schedules to identify deviations relative to the project plan. |
| | | 2.3 | Explain the methods that can be used to identify deviations from planned progress, In relation to:<br>- resource shortages<br>- design problems and constraints<br>- lack of essential construction information<br>- construction errors<br>- inclement weather<br>- physical (workplace) constraints. |
| | | 2.4 | Describe how any deviations from the planned progress could disrupt the programme, in relation to:<br>- action lists<br>- method statements |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| | | | - work costs. |
| | | 2.5 | Explain how to quantify any deviations from planned progress in regards to the method of work and any implication on resources. |
| 3 | Confirm the circumstances of any deviations, and agree and implement appropriate corrective actions. | 3.1 | Analyse and agree corrective actions from identified deviations needed to maintain the project schedule. |
| | | 3.2 | Plan and implement agreed corrective actions. |
| | | 3.3 | Describe the methods that can confirm the circumstances of any deviations. |
| | | 3.4 | Explain how to agree and implement corrective actions in circumstances of any deviations, in relation to: - restoring progress in accordance with agreed programme - agreeing new completion dates - securing additional resources - altering planned work. |
| 4 | Identify options which may produce savings in cost and time and help the contract progress, and pass options onto decision makers. | 4.1 | Establish suitable options to the work schedule considered to save cost and time. |
| | | 4.2 | Inform relevant decision makers in a suitable format on identified options that can assist contractual progress. |
| | | 4.3 | Explain how to identify the options which are most likely to minimise increases in cost and time and help contract progress. |
| | | 4.4 | Describe the different methods and techniques used to communicate information about costs and time to relevant decision makers. |
| 5 | Inform decision makers about progress, changes to the operational programme and resource needs. | 5.1 | Collect and establish information of project progress against project specifications. |
| | | 5.2 | Advise decision makers on project progress and recommended options for changes and resource needs. |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| | 5.3 Describe how to best inform relevant decision makers on actions needed to be taken to maintain or improve project progress. |
| | 5.4 Explain why and when decision makers should be informed about progress, any changes to the operational programme and resource needs. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Unit J/503/2743
## Confirming Work Meets Quality Standards in the Workplace

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Identify quality standards from available information and clearly specify to the people responsible for their implementation. | 1.1 | Source and establish quality standards relevant to project requirements. |
| | | 1.2 | Inform those implementing the standards of the level of quality needed. |
| | | 1.3 | Explain the various types and source of quality standards applicable to the occupational work environment. |
| | | 1.4 | Describe the various methods for passing quality standards onto those responsible for their implementation. |
| 2 | Regularly check that work conforms to the design requirements and the specified quality standards. | 2.1 | Locate and inspect work done within the occupational work environment on a regular basis. |
| | | 2.2 | Compare inspection results against the design requirements to establish conformity with the specified quality standards. |
| | | 2.3 | Explain the methods available to check that the work and resources conforms to the design requirements and specified quality standards. |
| 3 | Identify work that fails to meet the requirements and quality standards, and implement corrective action. | 3.1 | Identify work which fails to meet required quality standards. |
| | | 3.2 | Plan and implement the required action needed to correct work not meeting specified quality standards. |
| | | 3.3 | Explain the techniques and methods used to identify work that has failed to meet quality standards. |
| | | 3.4 | Describe the various methods for implementing corrective actions to work which does not meet quality standards. |
| 4 | Regularly inform decision makers about significant variations in quality standards. | 4.1 | Advise decision makers on corrections undertaken using suitable formats that comply with organisational procedures. |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| | 4.2 Describe the methods used to inform decision makers about significant variations in quality standards. |
| | 4.3 Explain when action should be taken on typical variations in quality standards relative to the occupational work environment. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Unit L/503/2744
## Implementing Procedures to Support the Team's Performance in the Workplace

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Identify performance and bring directly to the attention of the team member concerned. | 1.1 | Inspect work undertaken by team members and establish performance against project and/or organisational requirements. |
| | | 1.2 | Advise team members of possible non-compliances of work undertaken whilst conforming with organisational personnel procedures. |
| | | 1.3 | Acknowledge good performance and provide related feedback to team members. |
| | | 1.4 | Explain why it is important to acknowledge good performance with team members. |
| | | 1.5 | Explain why it is important to promptly identify poor performance. |
| | | 1.6 | Explain why poor performance of a team member should be brought promptly and directly to their attention. |
| 2 | Provide team members with the opportunity to discuss actual or potential problems affecting their performance. | 2.1 | Facilitate discussions with team members about any issues affecting their performance. |
| | | 2.2 | Describe typical types of team member problems arising from work-related and/or personal factors. |
| | | 2.3 | Explain the methods and techniques used to encourage and enable members to talk frankly about their problems. |
| | | 2.4 | Explain why it is important to provide opportunities for team members to discuss problems. |
| | | 2.5 | Agree with team members a course of action which is appropriate, timely and effective. |
| 3 | Agree with team members a course of action which is appropriate, timely and effective. | 3.1 | Identify and discuss possible courses of action that meet the needs (where possible) of the individual and the organisation. |
| | | 3.2 | Make recommendations to the team member to develop and improve their work performance. |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| | | 3.3 | Confirm a course of action with the team member which conforms to organisational procedures. |
| | | 3.4 | Explain how to identify any problems which team members may be experiencing. |
| | | 3.5 | Describe how to devise appropriate responses to team member problems. |
| | | 3.6 | Describe the methods used to make recommendations for improvements and development of individuals and the team. |
| 4 | Ensure team members are aware of information regarding disciplinary and grievance procedures. | 4.1 | Discuss issues that may give rise to disciplinary and grievance procedures through team briefings. |
| | | 4.2 | Give reasons for maintaining confidentiality when dealing with disciplinary and grievance procedures. |
| | | 4.3 | Explain who may and may not receive information from disciplinary and/or grievance procedures. |
| | | 4.4 | Describe the possible consequences should the wrong people be informed, in regards to: <br> - the organisation <br> - individual's rights <br> - equality and diversity <br> - development opportunities. |
| | | 4.5 | Describe methods used to keep records of issues that may give rise to disciplinary and grievance procedures that have been discussed in team meetings. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria.  However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Unit D/503/2747
## Co-ordinating and Confirming Dimensional Control Requirements of the Work in the Workplace

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Co-ordinate with and communicate accurate work information to work colleagues. | 1.1 | Source accurate dimensional work information to allow the work being carried out to be positioned, aligned and levelled. |
| | | 1.2 | Provide work colleagues with accurate dimensional work information to allow conformance with contract specifications. |
| | | 1.3 | Explain different methods of co-ordinating with work colleagues in order to enable them to position, align and level the work. |
| | | 1.4 | Explain the different methods of communicating dimensional information with work colleagues. |
| 2 | Confirm and measure dimensional controls and maintain them to the specified work requirements. | 2.1 | Identify, establish and confirm a range of dimensional controls, setting out points, lines and profiles to meet contract specifications. |
| | | 2.2 | Maintain accurate dimensional controls, setting out points, lines and profile in accordance with contract specifications. |
| | | 2.3 | Explain the different methods of measuring the following dimensional controls and setting out points, lines and profiles:<br>– lines<br>– levels<br>– angles<br>– distances<br>– curves<br>– calibrations<br>– tolerances. |
| | | 2.4 | Describe different methods of confirming and maintaining dimensional control, setting out points, lines and profiles. |
| 3 | Check and adjust measuring and recording equipment to the specified accuracy. | 3.1 | Undertake checks and adjustments to a range of measuring and recording equipment relative to the occupational work environment or project type. |

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| | | 3.2 | Explain the methods used to check mechanical, optical and electronic measuring and recording equipment applicable to the occupational area. |
| | | 3.3 | Describe how to apply manufacturers' tolerances to adjust equipment to maintain the specified accuracy. |
| 4 | Identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements. | 4.1 | Locate and establish possible deviations in dimensional control on a range of work being undertaken. |
| | | 4.2 | Plan and implement corrective action that allows the work to meet project requirements. |
| | | 4.3 | Describe the methods used to identify deviations in positioning, aligning and levelling, arising from:<br>- transfer of lines and levels<br>- use of wrong lines and levels. |
| | | 4.4 | Explain the different methods of correcting deviations in position, level and alignment to meet work requirements. |
| 5 | Identify circumstances and conditions that require revision of work practices. | 5.1 | Investigate and establish ongoing work and compare to the contract specifications. |
| | | 5.2 | Explain how to identify circumstances and conditions associated with the following that may affect the work and require revisions to the work procedure/practice:<br>– land<br>– water<br>– obstacles<br>– climate variation<br>– live conditions<br>– utilities<br>– health and safety. |

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria.  However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.