GQA LEVEL 3 NVQ DIPLOMA IN OCCUPATIONAL WORK SUPERVISION (CONSTRUCTION) V2

Qualification Number
603/5204/8

PERSONAL COMPETENCE SUMMARY

Name		Company/Centre	
Job Title		GQA Registration Number	

	UNITS OF COMPETENCE				ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	**MANDATORY UNITS**		**Level**	**Credit**		
A/503/2772 209v2	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace		3	10		
M/503/2915 210v2	Developing and Maintaining Good Occupational Working Relationships in the Workplace		5	8		
R/503/2924 211v2	Confirming the Occupational Method of Work in the Workplace		3	11		
M/617/8483 212v3	Implementing and maintaining health, safety and welfare in the workplace		3	14		
T/617/8484 213v3	Coordinating and organising work operations in the workplace		3	14		
OPTIONAL UNITS						

QUALIFICATION COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic, the assessments took place in accordance with the relevant assessment strategy and the endorsement requirement is based on the trade/occupational role the candidate was supervising during completion of this qualification.
 Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

Trade/occupational role being supervised during completion of this qualification		
Candidate	Name and signature	Date
Assessor		
IQA		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed those who carry out supervisory activities in a specific trade in the Construction Industry. The qualification certificate will carry an endorsement to show what trades the candidate was supervising during completion of this qualification. The qualification has a core group of 5 mandatory units that cover areas including Health and Safety, confirming work requirements and coordinating work operations.

The qualification also has a group of optional units to allow flexibility to suit individual needs and responsibilities and completion of mandatory units and a minimum of 2 units from the optional group will give access to the relevant CSCS card.

This qualification replaces version 1 of the GQA Level 3 NVQ Diploma in Occupational Work Supervision (Construction) QAN 601/3469/0 for anyone starting the qualification from 01/11/2019.

What is required from candidates?

This qualification consists of 5 mandatory units, which have a total of 57 credits and a group of optional units. Candidates must complete all 5 mandatory units and a minimum of 2 units from the optional group.

GQA qualifications are made up of units that have a credit value or credits. These credits must be achieved in the correct combination of mandatory and optional units. Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria.

The units of assessment set out learning outcomes which describe what learners need to be able to do and understand. The learning outcomes are defined by assessment criteria which are used to assess competence, expressed as skills achieved and learned knowledge and understanding, to achieve the units. Achievement of the mandatory units and chosen optional units will mean the qualification has been completed and will be subject to approval of a claim for certification. GQA Qualifications will issue a certificate complete with the learner's name, the qualification and unit titles and the credits achieved.

Unit number	Mandatory units	Level	Credit
A/503/2772 209v2	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10
M/503/2915 210v2	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8
R/503/2924 211v2	Confirming the Occupational Method of Work in the Workplace	3	11
M/617/8483 212v3	Implementing and maintaining health, safety and welfare in the workplace	3	14
T/617/8484 213v3	Coordinating and organising work operations in the workplace	3	14
Optional Units - Minimum of 2 units (19 credits must be achieved)			
J/617/8490 214v3	Allocating and monitoring the use of plant, machinery, equipment or vehicles in the workplace	3	20
A/617/8485 215v3	Monitoring progress of work against schedules in the workplace	3	10
F/617/8486 216v3	Confirming work meets contractual, industry and manufacturers' standards in the workplace	3	16
L/617/8488 217V3	Implementing procedures to support the team performance in the workplace	3	13
R/617/8489 218V3	Co-ordinating and confirming the dimensional control requirements of the work in the workplace	3	9

Entry requirements

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Qualification support

This qualification has been designed and developed by CITB and GQA Qualifications have been granted approval to offer this

Regulatory information

Countries offered in:	England
Qualification type:	Occupational Qualification
Subject/sector areas	Building and construction
Qualification operational start date:	01-11-2019
Qualification review date:	31-10-2022
Applicable age ranges (years):	19+

Please Note that photocopied or downloaded documents such as manufacturers' or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

1. Equality of Opportunity
Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres
2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:
• plan evidence collection and opportunities for assessment
• collect evidence
• judge evidence
• determine whether sufficient evidence has been presented
• make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external verification and hold the EQA national award
GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EV's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance
The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:
• a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
• an in-depth scrutiny of assessment plans, materials and records
• specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
• ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
• the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced External Verification process. This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

3. Qualification / Unit of Credit Candidates
All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.
The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:
• prove they can consistently meet all the qualification and / or unit of credit criteria
• provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
• prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

4. Evidence
A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.
The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.
The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.
The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:
• is authentic – i.e. actually produced by the candidate
• meets the criteria
• relates as appropriate to a context defined within the qualification and / or unit of credit
• confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:
• if the evidence, as a whole, covers all the evidence of achievement
• whether the evidence indicates consistency in competent performance
• whether there is enough evidence on which to base an inference of competence
The answer can only be:
• yes (the candidate is competent)
• no (the candidate is not yet competent)
• there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence
Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.
Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?
Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:
• Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
• Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
• Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
• Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable. The exceptions to this are:

o Dealing with emergencies
o Dealing with accidents
o Certain pre-approved real time simulators
o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB:It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence
Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.
It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Collation of Evidence for Level 3 Qualifications

The definition of a Level 3 NVQ/SVQ is that competence in a broad range of varied work activities is performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

By the very nature of this, it is anticipated that Level 3 candidates will be able to provide evidence of their achievement drawn from successful work activities or projects, in other words, real examples of their work over time and range. All evidence should be dated, signed and authenticated/authorised by a recognised responsible person.

The following comments will help in the planning of evidence collection for Level 3 qualifications:

- Level 3 assessments are not normally carried out by the use of checklists
- Level 3 candidates are encouraged to provide evidence of their achievements drawn from their actual current work activities
- In many cases, evidence of achievement is not difficult to find
- Level 3 candidates should produce a CV that clearly indicates their relevant experience and achievement that contribute to the qualification
- A collation of evidence in the form of a Level 3 portfolio may be used to demonstrate competence against the standard
- The evidence must be cross referenced against the NVQ/SVQ standard (and where necessary justified)
- It may be appropriate for Level 3 candidates to undertake the related Level 2 qualification or some Level 2 units as a milestone/interim qualification
- Level 3 qualifications may include units of competence from Level 2 qualifications. If the candidate has already achieved any unit(s) and is regarded as currently competent then he/she will not be required to be reassessed on the same unit(s)
- Assessors will need to carry out performance and knowledge assessments for units/elements/pcs etc but the need for ongoing formal observations should not be as great if the candidate has produced a quality portfolio.

Some aspects of evidence may be subjected to independent assessment or enhanced external verification to satisfy the requirements of the standards setting body's assessment strategy

Candidate Declaration

Candidate Name..

Centre/Company Name...

Assessor(s) Name(s)...

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail in the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will Collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature..

Date...

Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

Production/Process Activity Relevant to the Achievement of this Qualification	Contributory to: Units/Elements

A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	Level 3	10 Credits
209v2			

The aim of this unit is to ensure that the candidate has the skills and knowledge required to understand and plan work activities to complete the work programme, including how to identify and obtain the necessary resources. Candidates must also understand the factors that can affect progress and the sequence of work carried out, understand the impact of changes to work schedules and why and how to inform relevant people of required changes. Candidates must also have an understanding of how work activities can make a positive contribution to the environment, including knowledge of low and zero carbon requirements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
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: – other occupations and /or customers – resources – weather conditions – health and safety requirements.			
	3.2 Explain different methods of evaluating work activities against the following project requirements: – contract conditions – contract programme – 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: – other related programmes – special working conditions – weather conditions – other occupations/people – resources – health and safety requirements.			
4 Identify work activities which influence each other and make the best use of theresources available.	4.1 Determine work activities that have an influence on each other.			
	4.2 Evaluate which work activities make the best use of available resources in relation to: – occupations and/or customers associated with the work – tools, plant and/or ancillary equipment – materials and components.			
	4.3 Explain different methods and sources that can identify which work activities influence each other.			

A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace (continued)	Level 3	10 Credits
209v2			

	4.4 Describe how to determine the sequence of work activities and how long each work activity will take.			
	4.5 Describe what zero and low carbon requirements are.			
	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.			
	5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme.			
	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.			
	5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme.			
	5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.			

Assessor comments/feedback

M/503/2915 210v2	Developing and Maintaining Good Occupational Working Relationships in the Workplace	Level 5	8 Credits

The aim of this unit is to ensure that the candidate has the skills and knowledge required to develop and maintain effective working relationships in communicating information on proposed work activities with colleagues, employers, customers,contractors, suppliers and others involved in or affected by the work activities. Candidates will be required to provide the appropriate level and amount of information and provide clarification and advice where it is required. Candidates must be able to discuss alternatives and options and resolve any differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.			
	1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.			
	1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.			
	1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.			
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1 Communicate on the following work activity information to relevant people following organisational procedures: – appropriate timescales – health and safety requirements – co-ordination of work procedures.			
	2.2 Explain the different methods and techniques used to inform relevant people about work activities.			
	2.3 Explain the effects of not informing relevant people with the expected level of urgency.			
	2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive: – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project.			
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.			
	3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments.			
	3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to: – progress – results – achievements – ccupational problems – ccupational 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.			

Assessor comments/feedback

R/503/2924 211v2	Confirming the Occupational Method of Work in the Workplace	Level 3	11 Credits

The aim of this unit is to provide the learner with the knowledge and skills to interpret information from project data to evaluate and confirm work methods that will meet the project requirements, be cost effective and comply with statutory and contractual requirements and taking into account environmental issues. Candidates must be able to communicate recommended methods to all relevant persons.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
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: – required quantities – specifications – detailed drawings – health and safety requirements – timescales – 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: – standard work procedures – sequence of work – organisation of resources (people, equipment, materials) – work techniques – working conditions (health, safety and welfare) – 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: – customers or representatives – suppliers – regulatory authorities – 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 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: – health and safety welfare (principles of protection) – fire protection – access and egress – equipment availability – availability of competent workforce – pollution risk – waste and disposal – zero and low carbon outcomes – weather conditions.			

R/503/2924 211v2	Confirming the Occupational Method of Work in the Workplace (Continued)	Level 3	11 Credits		
	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: – conforming to statutory requirements – customer and user needs – contract requirements in terms of time, quantity and quality – 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.				

Assessor comments/feedback

M/617/8483 212v3	Implementing and maintaining health, safety and welfare in the workplace	Level 3	14 Credits

The aim of this unit is to ensure the candidate has the required level of skills and knowledge to allocate and maintain health, safety, environmental and welfare equipment and resources to meet project and statutory requirements

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Allocate and maintain health, safety, environmental and welfare equipment and resources to meet project and statutory requirements.	1.1 Make arrangements for health, safety, environmental and welfare practices in the relevant operational work environment.			
	1.2 Allocate responsibilities for maintaining health, safety, environmental and welfare equipment and resources to relevant people.			
	1.3 Check and maintain statutory notices and hazard warnings.			
	1.4 Allocate appropriate health, safety, environmental and welfare equipment and resources relative to the operational work environment.			
	1.5 Explain the methods of identifying and allocating health, safety, environmental and welfare equipment and resources, relating to: – protective clothing – protective equipment – first-aid facilities and arrangements – welfare facilities – storage and security of materials and equipment – fire-fighting equipment – statutory notices – hazard warning signs			
2 Encourage a positive culture of health, safety, environmental and welfare practices and identify opportunities for improving the health and safety of the work environment through engagement with the workforce.	2.1 Deliver work briefings to relevant people within the operational work environment to promote and encourage a positive health, safety, environmental 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 Lead by example by demonstrating exemplar health, safety, environmental and welfare practices within the operational environment.			
	2.4 Implement the organisational requirements to monitor and maintain accident and incident reporting including near misses.			
	2.5 Seek competent advice before implementing improvements to health and safety work practices.			
	2.6 Explain how to identify different opportunities for improving workplace health, safety, environmental and welfare practices.			
	2.7 Explain how to recommend opportunities for improving workplace health, safety, environmental and welfare practices.			
	2.8 Explain methods and techniques of promoting and encouraging a positive culture of health, safety, environmental and welfare practices in the workplace.			
	2.9 Explain how to deliver work briefings in ways that seek and encourage feedback.			
	2.10 Explain how to identify any health, safety, environmental and welfare training requirements to improve the health and safety of the work environment.			
	2.11 Explain who and where to seek competent advice from before implementing improvements to health and safety work practices.			
	2.12 Explain how to monitor and maintain organisational requirements for recording and reporting accidents and incidents including near misses.			
	2.13 Explain the different ways of checking and monitoring correct authorisation of the following people whilst in the workplace: – workforce – suppliers – visitors – customers – members of the public.			
	2.14 Explain the current organisational procedures for dealing with unauthorised people and trespasses.			

3 Ensure that their team is inducted and check that they are 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 Use appropriate methods and techniques to communicate and report any team performance issues.			
	3.3 Explain the organisational methods and procedures for carrying out inductions that confirm: – health and safety responsibilities – methods of work – workplace operations – health, safety and welfare equipment and resources – risk control procedures – first-aid arrangements.			
	3.4 Explain the different ways of checking and monitoring the workforce's competence specific to the work requirements.			
	3.5 Explain the different techniques and methods of communicating and reporting any team performance issues.			
4 Monitor and review health, safety, environmental and welfare practices and safe systems of work in the relevant work environment in accordance with current organisational and statutory requirements.	4.1 Monitor, observe and record the implementation and maintenance of health, safety, environmental and welfare practices within the operational work environment in accordance with current legislation, workplace regulations, Codes of Practice and official guidance.			
	4.2 Review the safe systems of work to identify and eliminate hazards or mitigate risks in accordance with current organisational requirements and legislation, and feedback results.			
	4.3 Ensure compliance with the safe systems of work in accordance with current organisational requirements and legislation.			
	4.4 Instigate, record and report actions to deal with any changing circumstances within the operational work environment in order to maintain the required health, safety, environmental and welfare practices.			
	4.5 Explain the methods and techniques used to regularly check health, safety, environmental and welfare practices in accordance with the following statutory requirements: – current organisational health, safety, environmental and welfare policies, procedures and regulations – current general health, safety, environmental and welfare legislation – approved Codes of Practice – statutory notices – hazard warnings – safety signs.			
	4.6 Explain the reasons for regularly checking the health safety, environmental and welfare practices relevant to the operational working environment.			
	4.7 Explain the organisational requirements to ensure compliance with safe systems of work.			
	4.8 Explain how to review the safe systems of work by carrying out systematic examinations of work processes to eliminate hazards or mitigate risks in accordance with current organisational policies, procedures and legislation and feedback results.			
	4.9 Explain how to identify any special workplace conditions and examples which do not comply with regulations.			
	4.10 Describe the different methods of recording special workplace conditions and examples which do not comply with regulations.			

Assessor comments/feedback

T/617/8484	Coordinating and organising work operations in the workplace	Level 3	14 Credits
213v3			

The aim of this unit is to ensure the candidate has the required skills and knowledge to coordinate and organise work operations, including the ability to organise and ensure there are sufficient resources, of the appropriate type, to meet the project requirements and timescales

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Provide information as required, to all the people who will be affected by the work.	1.1 Provide information, as authorised, relating to the work to be carried out in regard to: – scope of work – start date – how long it will take – expected completion date – any associated hazards.			
	1.2 Define own levels of authorisation when providing information regarding the scope and timescales of the project.			
	1.3 Explain the different methods of informing the people affected by the work arrangements including all third parties and stakeholders.			
	1.4 List the types of people, internal and external to the project, who could be affected by work.			
	1.5 Describe the consequences of providing inadequate information to those affected by the work			
2 Agree the planned timescales and methods of work with the workforce.	2.1 Discuss and confirm work programmes and methods of work relevant to project requirements with the workforce.			
	2.2 Explain different methods and techniques of agreeing programmes, methods of work and dynamic risk assessments with the workforce, in accordance with the method statement.			
3 Implement the agreed methods of communicating, reporting, recording and retrieving information.	3.1 Apply and use an organisational communication system to record and report project information.			
	3.2 Retrieve project information following organisational procedures.			
	3.3 Describe the different ways of reporting, recording and retrieving information.			
	3.4 Explain how to monitor the systems used for communication, reporting, recording and retrieving project information to ensure they remain effective.			
4 Identify any breakdowns in communication and take action to restore effective communication	4.1 Determine, record and report any breakdowns of communication in various projects.			
	4.2 Apply methods that restore communication and which follow the approved organisational procedures.			
	4.3 Describe different ways of identifying, recording and reporting breakdowns in communication.			
	4.4 Describe the organisational procedures that can be implemented to restore effective communications for a range of breakdown causes.			
5 Communicate and organise the work being done with other operations as per the agreed work programme.	5.1 Organise and coordinate the work programmes and project requirements with other occupations, within predetermined levels of authorisation.			
	5.2 Define their predetermined levels of authorisations and explain the methods of communicating, organising and co-ordinating work with other work activities/operations			
6 Organise and ensure there are sufficient resources, of the appropriate type, to meet the project requirements and timescales.	6.1 Identify, source and organise sufficient, suitable resources to meet project requirements.			
	6.2 Allocate resources in accordance with the methods of work and project requirements.			
	6.3 Describe ways of identifying, obtaining, organising and allocating the required resources for the project.			
	6.4 Explain methods of planning for resources, in relation to: - workforce - tools - plant and ancillary equipment - materials - information.			

T/617/8484 213v3	Coordinating and organising work operations in the workplace (continued)	Level 3	14 Credits		
7 Organise and control the work and resources so that conditions are safe and the workplace is tidy.	7.1 Implement systems to manage resources, maintain site tidiness and dispose of waste in accordance with current organisational and statutory requirements and within predetermined levels of authorisation.				
	7.2 Explain different ways of controlling the workplace and resources to create and maintain safe conditions and a tidy workplace in accordance with organisational requirements.				
8 Identify and record any unplanned circumstances and pass them on to people who could may be affected.	8.1 Identify any unplanned circumstances which can affect the project or people, in relation to at least five of the following – occupiers – environment – vehicular access – hazards – trespass – near neighbours – public access – workplace conditions – health, safety and welfare – statutory regulations and limitations – Codes of Practice.				
	8.2 Use appropriate methods to record and report any unplanned circumstances identified.				
	8.3 Supply information on any identified unplanned circumstances to those who would be affected.				
	8.4 Explain different ways of identifying what are unplanned circumstances.				
	8.5 Describe the methods of recording and reporting any unplanned circumstances.				
	8.6 Explain ways information relating to unplanned circumstances can be passed on to the people affected.				
9 Organise the designated work area for operational purposes and communicate to the workforce.	9.1 Manage/supervise the designated work area for operational purposes for at least five of the following: – safe storage – temporary works – environmental considerations – plant and/or equipment – temporary services – access and egress – security – continued use by occupiers – welfare facilities.				
	9.2 Inform relevant workforce of the designated work area for operational purposes.				
	9.3 Explain the methods and techniques used for passing on information about the designated work area to the workforce.				
	9.4 Explain different ways of organising/arranging the designated work area for operational purposes.				
10 Organise the storage and use of materials and equipment so that handling and movement is efficient and wastage is minimised.	10.1 Plan and arrange the safe storage and efficient use of materials and equipment relevant to the occupational work environment in accordance with current statutory and organisational requirements.				
	10.2 Plan and arrange material handling and movement to enable minimum handling, movement and waste.				
	10.3 Explain the factors, methods and considerations needed to organise the efficient storage and use of materials and equipment.				

Assessor comments/feedback

J/617/8490 214v3	Allocating and monitoring the use of plant, machinery, equipment or vehicles in the workplace	Level 3	20 Credits

The aim of this unit is to confirm the plant, machinery, equipment or vehicles for the workplace and allocate them to the operations. Candidates must also be able to monitor and ensure all checks on plant, machinery, equipment or vehicles are carried out in accordance with organisational requirements and monitor completion dates and report when plant, machinery, equipment or vehicles have completed working activities and are no longer required.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Confirm the plant, machinery, equipment or vehicles for the workplace and allocate them to the operations	1.1 Identify and allocate the plant, machinery, equipment or vehicles and produce records verifying that they are appropriate for the work being undertaken.			
	1.2 Explain how to check that the plant, machinery, equipment or vehicles are appropriate for use in the workplace and allocate to suitable operations.			
2 Ensure compliance with current health and safety information and implement safe working practices and other safeguards to minimise risks involving the use of plant, machinery, equipment or vehicles.	2.1 Carry out and record assessments on plant, machinery, equipment or vehicles to identify the health and safety risks associated with their use.			
	2.2 Implement and enforce safe working practices and other safeguards for the work being undertaken.			
	2.3 Carry out appropriate checks to verify that the operator holds the relevant authorisation to operate the plant, machinery, equipment or vehicle.			
	2.4 Explain how to identify the health and safety risks associated with plant, machinery, equipment and vehicles in relation to: – operators – other personnel in the workplace – members of the public – workplace visitors – owners of adjoining property – environment.			
	2.5 Explain the methods used to assess any health and safety risks relating to plant, machinery, equipment or vehicles and in relation to the working being undertaken.			
	2.6 Describe the measures that should be implemented to ensure safe working practices and other safeguards to minimise risks.			
3 Report when plant, machinery, equipment or vehicles, or their operator are unsuitable for use in the workplace when allocating and monitoring.	3.1 Record and provide a report detailing how the decision was reached and what alternatives were suggested when plant, machinery, equipment or vehicles were deemed unsuitable for the work being undertaken.			
	3.2 Explain the methods used to record and report when plant, machinery, equipment, vehicles, or their operator are unsuitable for use within the workplace, in regards to failing to meet: – operational efficiency – health and safety – competence requirements – reliability – usage requirements.			
4 Ensure information for the use of plant, machinery, equipment or vehicles is supplied to operators and supervise safe use.	4.1 Record and provide operational information to the operators and users on the safe and correct use of plant, machinery, equipment or vehicles using manufacturer's instructions and current official guidance.			
	4.2 Supervise the use of plant, machinery, equipment or vehicles to ensure they are being operated safely in accordance with given information.			
	4.3 Explain the different methods and sources used to provide information on the use of plant, machinery, equipment or vehicles to those using, or affected by, plant operations.			
	4.4 Describe the most effective ways to supervise the safe use of plant, machinery, equipment or vehicles.			
	4.5 Describe the methods used to identify, record and inform line managers, suppliers and specialists when an operator is deemed unsuitable for the safe use of plant, machinery, equipment or vehicles due to operational efficiency, health and safety, competence requirements, authorisation or usage requirements.			

J/617/8490	Allocating and monitoring the use of plant, machinery, equipment or vehicles in the workplace (continued)	Level 3	20 Credits		
214v3					
5 Monitor and ensure all checks on plant, machinery, equipment or vehicles are carried out in accordance with organisational requirements	5.1 Monitor, record and report on how specified checks, including those for operational efficiency, were carried out on plant, machinery, equipment or vehicles in accordance with current organisational and manufacturers' requirements.				
	5.2 Explain how to monitor and ensure that all the specified checks on the plant, machinery, equipment or vehicles, including those for operational efficiency, were carried out to comply with current organisational and manufactures' requirements				
6 Monitor completion dates and report when plant, machinery, equipment or vehicles have completed working activities and are no longer required.	6.1 Record and report the information which supports the decision made to return plant, machinery, equipment or vehicles following the completion of the work.				
	6.2 Explain the methods used to inform relevant line mangers, specialist or suppliers when plant, machinery, equipment or vehicles are no longer required.				
	6.3 Summarise the types of information given to line mangers, specialist or suppliers when arranging for the return of plant, machinery, equipment or vehicles.				
	6.4 Explain why line mangers, specialist or suppliers should be informed promptly when plant, machinery, equipment or vehicles are no longer required.				

Assessor comments/feedback

A/617/8485	Monitoring progress of work against schedules in the	Level 3	10
215v3	workplace		Credits

The aim of this unit is to confirm the candidate has the skills and knowledge required to monitor and report on the progress of planned work and help implement changes to work schedules as required to meet contractual requirements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Monitor progress of planned programmes against work schedules	1.1 Monitor progress against the work schedule using the following methodologies – discussion – observation – calculation – measuring			
	1.2 Record and provide regular reports to the managers on the programmes progress.			
	1.3 Describe how to source information from the work schedule.			
	1.4 Explain how to monitor and report progress of the planned programme by observation, calculation and measuring.			
	1.5 Describe how the methods used to monitor progress, informed the report provided to managers, customers and/or representative, contractors or suppliers.			
2 Identify, record and report inappropriate specified resources and suggest suitable alternatives.	2.1 Establish, record and report inappropriate and inadequate resources selected for the project.			
	2.2 Advise managers of suitable alternative resources.			
	2.3 Give examples of inadequate and inappropriate resources, relating to: – people – tools and ancillary equipment – materials – time – information.			
	2.4 Describe how to identify and record inadequate or inappropriate resources relating to people, tools and ancillary equipment, materials, time and information.			
	2.5 Explain the different methods and techniques used to inform managers about inadequate or inappropriate resources.			
	2.6 Explain the organisational procedure for suggesting and specifying alternative resources.			
3 Identify and quantify deviations from planned progress which have or may occur, and which could alter the programme.	3.1 Determine and analyse work completed or projected work to be done.			
	3.2 Compare work completed or projected work against given schedules to identify deviations relative to the project plan.			
	3.3 Record and report identified and quantified deviations or confirm programme is on schedule.			
	3.4 Explain the methods that can be used to identify, record and report deviations from planned progress, in relation to: – resource shortages – design problems and constraints – lack of essential construction information – construction errors – adverse weather – physical (workplace) constraints.			
	3.5 Describe how any deviations from the planned progress could alter the programme, in relation to: – action lists – method statements – work costs.			

A/617/8485 215v3	Monitoring progress of work against schedules in the workplace (continued)	Level 3	10 Credits

	3.6 Explain how to quantify any deviations from planned progress in regards to the methods of work and any implication on resources.			
4 Confirm the circumstances of any deviations, seek advice and implement appropriate corrective actions.	4.1 Analyse, record and report the corrective actions required to maintain the project schedule.			
	4.2 Seek advice, plan and implement agreed corrective actions.			
	4.3 Describe the methods used to confirm the circumstances of any deviations			
	4.4 Explain how to seek advice, plan 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.			
5 Identify and report options which may help the contract progress.	5.1 Establish and record suitable options to the work schedule which are likely to help the contract's progress.			
	5.2 Report the identified options that can assist contractual progress.			
	5.3 Explain how to record and report the options which are most likely to help the contract progress including recommendations for changes and resource needs relating to people, tools and ancillary equipment, materials, time and information.			
	5.4 Describe the different methods and techniques used to communicate information about the projects progress to line management, customer and/or representative and suppliers.			
6 Report progress, any changes to the operational programme and resource needs.	6.1 Collect and confirm information on the project's progress against project specifications.			
	6.2 Report project progress and recommended options for changes and resource needs.			
	6.3 Describe how to inform line management, customer and/or representatives, contractors and suppliers on the actions needed to be taken to maintain or improve project progress.			
	6.4 Explain why and when line management, customer and/or representatives, contractors and suppliers should be informed about progress, any changes to the operational programme and resource needs, relating to people, tools and ancillary equipment, materials, time and information, which could help advance the contract's progress.			

Assessor comments/feedback

F/617/8486 216v3	Confirming work meets contractual, industry and manufacturers' standards in the workplace	Level 3	16 Credits

The aim of this unit is to confirm the candidate has the skills and knowledge required to source information, implement contractual, industry and manufacturers' standards and allocate responsibilities. Candidates must also regularly check that work conforms to the design requirements and the specified contractual, industry and manufacturers' standards.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Source information, implement contractual, industry and manufacturers' standards and allocate responsibilities.	1.1 Source information applicable to the occupational work environment and implement contractual, industry and manufacturers' standards relevant to project requirements.			
	1.2 Allocate specific responsibilities to ensure the work is carried out to the specified standards.			
	1.3 Explain how to source the contractual, industry and manufacturers' standards applicable to the occupational work environment from current statutory requirements, project specifications, British Standards, Codes of Practices, current organisational standards, good working practices, manufacturers; information, operator's instructions, environmental information and warranties.			
	1.4 Describe the various methods for allocating responsibilities for the contractual, industry and manufacturers' standards to the workforce, suppliers and project team during the programme.			
2 Regularly check that work conforms to the design requirements and the specified contractual, industry and manufacturers' standards.	2.1 Carry out regular inspections and implement control procedures within the occupational work environment			
	2.2 Compare inspection results to establish conformity with the design requirements and the specified contractual, industry and manufacturers' standards.			
	2.3 Record comparisons and provide regular reports to confirm conformity/non-conformity to the contractual, industry and manufacturers' standards.			
	2.4 Explain the methods used to check that the work, methods of work, materials and their uses, conform to the design requirements and specified contractual, industry and manufacturers' standards.			
3 Identify work that fails to meet the required contractual, industry and manufacturers' standards and implement corrective action.	3.1 Identify and report work which fails to meet required contractual, industry and manufacturers' standards.			
	3.2 Plan, record and implement the required action needed to correct work which does not meet the specified contractual, industry and manufacturers' standards.			
	3.3 Explain the techniques and methods used to identify work that has failed to meet contractual, industry and manufacturers' standards.			
	3.4 Describe the various methods for implementing corrective actions to work which does not meet contractual, industry and manufacturers' standards.			

Assessor comments/feedback

F/617/8486	Confirming work meets contractual, industry and manufacturers' standards in the workplace (continued)	Level 3	16 Credits
216v3			

4 Identify and inform managers about variations between contractual, industry and manufacturers' standards.	4.1 Record and report any identified variations between the contractual, industry and manufacturers' standards.			
	4.2 Record and notify managers, using suitable formats that comply with organisational procedures, on the agreed corrections undertaken.			
	4.3 Describe the methods used to inform managers about variations between the contractual, industry and manufacturers' standards.			
	4.4 Explain when action should be taken on variations between contractual, industry and manufacturers' standards relative to the occupational work environment.			

Assessor comments/feedback

L/617/8488	Implementing procedures to support the team performance in the workplace	Level 3	13 Credits
217V3			

	The aim of this unit is to confirm the candidate has the skills and knowledge required to Identify and record performance of team members and provide team members with the opportunity to discuss actual or potential issues and concerns affecting their performance.		

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Identify and record performance and bring directly to the attention of the team member concerned.	1.1 Inspect and monitor work undertaken by team members and evaluate performance against project requirements and organisational performance measures.			
	1.2 Advise team members of possible non-compliances in performance in accordance with organisational personnel procedures.			
	1.3 Record and report any discussions held with team members relating to issues and concerns which are affecting their performance.			
	1.4 Acknowledge good performance and provide related feedback to team members.			
	1.5 Explain how to monitor, measure and evaluate the performance of your team in accordance with organisational requirements.			
	1.6 Explain why it is important to acknowledge good performance with team members.			
	1.7 Explain why it is important to identify any unsatisfactory performance.			
	1.8 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 issues and concerns affecting their performance.	2.1 Facilitate discussions with team members about any issues and concerns affecting their performance.			
	2.2 Describe typical types of issues and concerns that may arise from work-related and/or personal factors.			
	2.3 Explain the methods and techniques used to encourage and enable members to talk frankly about any issues and concerns.			
	2.4 Explain why it is important to provide opportunities for team members to discuss issues and concerns.			
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 to overcome any issues and concerns which are affecting performance.			

Assessor comments/feedback

L/617/8488 217V3	Implementing procedures to support the team performance in the workplace (continued)	Level 3	13 Credits

	3.2 Make recommendations to the team member to develop and improve their work performance.			
	3.3 Record and agree a course of action with the team member which conforms to organisational procedures and report to managers.			
	3.4 Describe how to source and provide appropriate responses to team member issues and concerns.			
	3.5 Describe the methods used to make recommendations for improvements and development of individuals and the team.			
	3.6 Explain how to monitor the individual's performance to confirm the agreed actions are being implemented and are effective.			
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: - the organisation - individuals rights - equality and diversity - 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.			

Assessor comments/feedback

R/617/8489 218V3	Co-ordinating and confirming the dimensional control requirements of the work in the workplace	Level 3	9 Credits

The aim of this unit is to confirm the candidate has the skills and knowledge required to confirm and measure the dimensional controls and maintain them to the specified work requirements and identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Co-ordinate with and communicate the dimensional control information to work colleagues.	1.1 Source accurate dimensional control information to allow the work being carried out to be positioned, lined and levelled.			
	1.2 Record and report the dimensional control information provided to work colleagues to allow conformance with contract specifications.			
	1.3 Explain different methods of co-ordinating with work colleagues in order to enable them to position, line and level the work.			
	1.4 Explain the different methods of communicating dimensional control information to work colleagues.			
2 Confirm and measure the dimensional controls and maintain them to the specified work requirements.	2.1 Identify, confirm and record 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 and recording the following dimensional controls and setting out points, lines and profiles: – lines – levels – angles – distances – curves – calibrations – tolerances.			
	2.4 Describe different methods of confirming and maintaining dimensional control, setting out points, lines and profiles.			
3 Check and ensure measuring and recording equipment meets the specified tolerances	3.1 Undertake and record the checks made to a range of measuring and recording equipment relative to the occupational work environment or project type.			
	3.2 Explain the methods used to check mechanical, optical and electronic measuring and recording equipment applicable to the occupational area.			

Assessor comments/feedback

R/617/8489	Co-ordinating and confirming the dimensional control	Level 3	9 Credits
218V3	requirements of the work in the workplace (continued)		

4 Identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements.	4.1 Identify and report the circumstances and conditions that result in possible deviations in dimensional controls on a range of work being undertaken.			
	4.2 Plan, record and implement corrective action that allows the work to meet project requirements.			
	4.3 Describe the methods used to identify and report deviations in position, line and level, arising from: – transfer of lines and levels – use of wrong lines and levels.			
	4.4 Explain the different methods of reporting and correcting deviations in position, line and level to meet work requirements.			

Assessor comments/feedback

Notes

Notes