



# GQA Level 3 NVQ Diploma in Site Inspection – Construction

**Qualification Reference Number 610/3417/4**

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## Personal Competence Summary

Name		Company/Centre			
Job Title		GQA Registration Number			
<b>Qualification Mandatory Units</b>					
Unit Number	Unit Title	Level	Credit Value	Assessor Signature	Date
Y/650/9033	Monitoring Projects in the workplace	4	7		
A/650/9034	Monitoring Health & Safety systems and responsibilities in the workplace	3	10		
D/650/9035	Preparing documentation for handover and obtaining project feedback in the workplace	3	7		
F/650/9036	Preparing and organising site inspection information in the workplace	3	16		
J/650/9038	Practicing in the professional and ethical manner in the workplace	4	31		
Unit Number	Unit Title	Level	Credit Value	Assessor Signature	Date
<b>Pathway .....</b>					
<b>Pathway ..... Optional Units</b>					

**RELIABLE EVIDENCE:** The forms of evidence available include (mark as appropriate)

Observation in the workplace

Assessment of knowledge

Records of prior experience

Witness statement(s)

Testimonial(s)

Photographic Evidence

Work Records

External Testing

Passport Style  
Candidate Photo  
(Mandatory)

**COMPETENCE COMPLETION SIGNATURES**

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name	Signature	Date
Candidate			
Lead Assessor			
Internal Verifier			
EQA			

## Introduction to the Qualification

### Who is this Qualification for?

The Level 3 NVQ Diploma in Site Inspection – Construction will develop knowledge and skills in areas such as: Monitoring projects in the workplace, inspecting and reporting on the condition of property in the workplace, plan and monitor maintenance programmes as well as developing and maintaining working relationships.

The qualification is at Level 3, although some units may be at different levels.

The qualification has been developed in a way to allow employees from companies of all sizes and specialisms equal opportunity to complete.

### What is required from candidates?

Candidates must be able to demonstrate their ability to perform the requirements of this qualification and will be assessed against a set of performance and knowledge statements that have derived from the National Occupational Standards.

<b>Qualification Title:</b>		<b>GQA Level 3 NVQ Diploma Site Inspection (Construction)</b>		
<b>Qualification Number (QAN):</b>		610/3417/4		
<b>Regulatory Unit Number</b>	<b>Internal Unit Number</b>	<b>Qualification Mandatory Units</b>	<b>Level</b>	<b>Credit Value</b>
Y/650/9033	VX01v2	Monitoring Projects in the Workplace	4	7
A/650/9034	VX02v2	Monitoring Health & Safety systems and responsibilities in the workplace	3	10
D/650/9035	VX03v2	Preparing documentation for handover and obtaining project feedback in the workplace	3	7
F/650/9036	VX04v2	Preparing and organising site inspection information in the workplace	3	16
J/650/9038	VX09v2	Practicing in a professional and ethical manner in the workplace	3	9
<b>Regulatory Unit Number</b>	<b>Internal Unit Number</b>	<b>Pathway 1 – Construction - Pathway mandatory units</b>	<b>Level</b>	<b>Credit Value</b>
T/650/90230	VX05v2	Monitoring dimensional accuracy in the workplace	3	3
K/650/9039	VX12v2	Inspecting and reporting on the condition of property in the workplace	3	31
<b>Regulatory Unit Number</b>	<b>Internal Unit Number</b>	<b>Pathway 1 – Construction - Pathway optional units - minimum of 1 unit required</b>	<b>Level</b>	<b>Credit Value</b>

R/650/9040	VX08v2	Plan and monitor maintenance programmes	3	11
T/650/9041	VX10v2	Develop and maintain professional working relationships	4	7
Y/650/9042	CFACSC5	Monitor and solve Customer Service problems	3	6
<b>Regulatory Unit Number</b>	<b>Internal Unit Number</b>	<b>Pathway 2 - Civil Engineering - Pathway mandatory units</b>	<b>Level</b>	<b>Credit Value</b>
T/650/90230	VX05v2	Monitoring dimensional accuracy in the workplace	3	3
L/650/9110	VX06v2	Monitoring and recording tests in the workplace	3	12
<b>Regulatory Unit Number</b>	<b>Internal Unit Number</b>	<b>Pathway 2 - Civil Engineering - Pathway optional units - a minimum of 1 unit required</b>	<b>Level</b>	<b>Credit Value</b>
H/650/9037	VX07v2	Monitor the installation and commissioning of engineering systems	3	10
R/650/9040	VX08v2	Plan and monitor maintenance programmes	3	11
T/650/9041	VX10v2	Develop and maintain professional working relationships	4	7
K/650/9039	VX12v2	Inspecting and reporting on the condition of property in the workplace	3	31
Y/650/9042	CFACSC5	Monitor and solve Customer Service problems	3	6
<b>Regulatory Unit Number</b>	<b>Internal Unit Number</b>	<b>Pathway 3 - Building Services - Pathway mandatory units</b>	<b>Level</b>	<b>Credit Value</b>
H/650/9037	VX07v2	Monitor the installation and commissioning of engineering systems	3	10
K/650/9039	VX12v2	Inspecting and reporting on the condition of property in the workplace	3	31
<b>Regulatory Unit Number</b>	<b>Internal Unit Number</b>	<b>Pathway 3 - Building Services- Pathway optional units-a minimum of 1 unit required</b>	<b>Level</b>	<b>Credit Value</b>
L/650/9110	VX06v2	Monitoring and recording tests in the workplace	3	12
R/650/9040	VX08v2	Plan and monitor maintenance programmes	3	11
T/650/9041	VX10v2	Develop and maintain professional working relationships	4	7
Y/650/9042	CFACSC5	Monitor and solve Customer Service problems	3	6

## Assessment Guidance

Evidence should show that candidates can cover the scope of performance outlined for each relevant unit consistently over an appropriate period.

Some areas of assessment include:

- Knowledge of site inspections
- Understanding of the process for site inspections
- Ability to demonstrate the use of appropriate tools and equipment
- Ability to work safely and efficiently in a work environment
- Ability to communicate effectively with other members of the team

### Types of evidence:

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated through performance or by responding to questions.

### Potential sources of evidence:

The main source of evidence for each unit will be observation of performance. This can be supplemented by the following types of physical or documentary evidence:

- Accident book
- Correspondence/discussion with customer
- Customer feedback
- Damage and defect reports
- Delivery records
- Equipment used
- Inspection reports
- Notes and memos
- Audio/photographic/video
- Safety records
- Telephone logs
- Installation activity
- Witness testimony
- Simulation of accident or emergency
- Organisational reporting systems

**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. This document complements the appropriate SSC Assessment Strategy linked to this qualification.

## 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 Quality Assurance 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 two significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQAs 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 centre's 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 Quality Assurance process. This will be in the form of one 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 decide 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 anyone, 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 required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e., 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 decides about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence 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 decide

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined.

#### 5. Performance Evidence

Performance evidence can be what the individual 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.

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 several 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 several 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 not acceptable

The exceptions this are:

- Dealing with emergencies
- Dealing with accidents
- Certain pre-approved real time simulators
- 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 EV 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.**

# 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 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 regarding the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

Monitoring Projects in the Workplace							
GQA Ref	VX01v2	Regulatory Ref	Y/650/9033	Level	4	Credit Value	7
<p><b>Aims</b></p> <p>Candidates will be able to demonstrate they understand how to inspect and monitor projects in accordance with industry standards.</p> <p>They will do this by identifying and describing Quality Standards and where they fit within what they are monitoring and how non-compliances can affect the outcome of projects and when to inform decision makers.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:		Assessment criteria: The learner can:			Evidence Ref No.		
					1	2	3
1	Inspect project against agreed quality standards when monitoring projects	1.1 Identify from project information the specified <b>quality standards</b> and ensure that they are adhered to by the <b>personnel</b> responsible for their implementation.					
		1.2 Identify and record conflicting information within project documentation including statutory and legal requirements and refer to the decision makers.					
		1.3 Suggest amendments to the project <b>quality standards</b> and specifications and record them accurately.					
		1.4 Ascertain which individuals have responsibility for maintaining <b>quality standards</b> .					
		1.5 Implement and manage <b>systems</b> for inspecting and controlling the quality of <b>work</b> and record and report the outcomes.					
		1.6 Verify that <b>work</b> conforms to the design requirements and the specified <b>quality standards</b> .					
		1.7 Identify and record <b>work</b> which fails to comply with the specified <b>quality standards</b> .					
		1.8 Agree a timeframe for rectification of non-compliance to specified <b>quality standards</b> and notify decision makers accordingly.					

	1.9 Inform decision makers about significant variations in <b>quality standards</b> , which may impact on programme, cost and safety.			
2 Understand how to inspect project against agreed quality standards when monitoring projects	2.1 Describe what to identify as specified <b>quality standards</b> e.g. Codes of Practice and British Standards etc.			
	2.2 Describe how to identify conflicting information within the project documentation including statutory and legal requirements and how it is reported to decision makers.			
	2.3 Explain how to verify that <b>quality standards</b> are adhered to by the <b>personnel</b> responsible for their implementation.			
	2.4 Explain how to identify non-compliances with <b>quality standards</b> , agree a timeframe for rectifications and then notify decision makers.			
	2.5 Describe how to identify and inform decision makers of significant variance in <b>quality standards</b> and how they impact on <b>programme</b> , cost and safety.			
	2.6 Explain how to inform and record amendments to the project quality requirements and specifications.			
	2.7 Describe the responsibilities which individuals have for maintaining <b>quality standards</b> .			
	2.8 Describe how and why to suggest amendments to the project quality requirements and specifications.			
	2.9 Explain how to verify that <b>work</b> conforms to the design requirements and the specified <b>quality standard</b> .			
	2.10 Describe how and why to suggest amendments to the project quality requirement and specifications.			
	2.11 Describe how to implement and manage <b>systems</b> for inspecting and controlling the quality of <b>work</b> and record and report the outcomes.			
3 Monitor project progress against agreed programmes when monitoring projects	3.1 Implement and manage <b>systems to monitor and record</b> the progress of the project against the agreed <b>programmes</b> .			
	3.2 Verify progress information and report to decision makers.			
	3.3 Identify and verify <b>deviations</b> from planned progress and report to decision makers.			
	3.4 Suggest options to optimise project progress efficiencies and inform decision makers.			
4. Understand how to monitor project progress against agreed programmes when monitoring projects	4.1 Explain how to implement and manage <b>systems</b> to monitor the progress of the contract against the agreed programmes, and present to decision makers.			

	4.2 Explain how any why to quantify any <b>deviations</b> from planned progress.			
	4.3 Describe how to identify and investigations any <b>deviations</b> from planned progress and report to decision makers.			
	4.4 Describe how and why to suggest options to optimise cost, time and safety efficiencies and report to decision makers.			
5 Verify certification for project requirements when monitoring projects	5.1 Justify and support certification decisions with valid evidence.			
6 Understand how to verify certification for project requirements when monitoring projects	6.1 Describe how to verify <b>work</b> against the project requirements and record any variations.			
	6.2 Explain how and why to justify and support <b>certification</b> decisions with valid evidence.			
	6.3 Explain how to notify decision makers in cases of non-compliance.			

<p>The following range applies to the Learning Outcome</p> <p><b>Inspect property against quality standards</b></p> <p><b>Quality Standards:</b></p> <p>Four of the following</p> <ul style="list-style-type: none"> <li>• statutory requirements</li> <li>• project specifications</li> <li>• British Standards</li> <li>• Codes of Practice</li> </ul> <p><b>Plus at least one of the following:</b></p> <ul style="list-style-type: none"> <li>• international standards</li> <li>• organisational standards</li> <li>• trade advisory guidance and best practice</li> </ul>	<p><b>Personnel:</b></p> <ul style="list-style-type: none"> <li>• the client</li> <li>• contractors</li> <li>• consultants</li> <li>• sub-contractors</li> <li>• manufacturers</li> <li>• end user</li> </ul> <p><b>Systems</b></p> <ul style="list-style-type: none"> <li>• visual inspection</li> <li>• comparison with design requirements</li> <li>• comparison with standard documentation</li> <li>• checking manufacturers documentation</li> <li>• checking delivery/waste transfer notes</li> <li>• sampling and mock-ups</li> <li>• test monitoring</li> <li>• site inspection reports</li> <li>• contactor's reports</li> <li>• site meetings</li> <li>• dimension audits</li> <li>• BIM</li> </ul>
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<p><b><u>Assessor Comments/Feedback</u></b></p>
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Monitoring Health and Safety systems and responsibilities in the Workplace							
GQA Ref	VX02v2	Regulatory Ref	A/650/9034	Level	3	Credit Value	10
<p><b>Aims</b></p> <p>Candidates will demonstrate they are able to identify Health &amp; Safety risks, hazards and describe how to maintain Health, Safety and Welfare equipment.</p> <p>They will be able to understand policies, processes and procedures relating to company and industry standards.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:		Assessment criteria: The learner can:			Evidence Ref No.		
					1	2	3
1 Monitor Health and Safety Systems and Responsibilities		1.1 Identify which workplace <b>hazards</b> are relevant to their job.					
		1.2 Identify construction practices which could harm themselves or others when carrying out their role.					
		1.3 Identify the persons responsible for Health and Safety in their workplace.					
		1.4 Identify the <b>hazards</b> arising from construction products and processes.					
		1.5 Report the <b>hazards</b> which they have identified to the people responsible.					
		1.6 Identify and report difference between workplace instructions and suppliers or manufacturers instructions.					
		1.7 Demonstrate that their personal conduct at work protects the health and safety of themselves and others, meets any legal responsibilities and is in accordance with workplace instructions.					
2 Understand how to monitor health and safety responsibilities		2.1 Describe what to identify as the workplace <b>hazards</b> which are relevant to their job.					
		2.2 Describe which construction practices which could harm themselves or others when carrying out their role.					
		2.3 Explain how to identify the persons responsible for health and safety in their workplace.					

	2.4 Describe how to identify the <b>hazards</b> arising from construction products and processes.			
	2.5 Describe how to identify the <b>hazards</b> arising from construction products and processes.			
	2.6 Describe how to identify and report differences between workplace instructions and suppliers or manufacturer’s instructions.			
	2.7 Explain how to make sure their personal conduct at work protects the health and safety of themselves and others, meets any legal responsibilities and is in accordance with workplace instructions.			
3 Monitor systems for managing site health, safety and welfare	3.1 Identify possible opportunities for improving the health and safety of the work environment.			
	3.2 Encourage a culture of <b>health, safety and welfare</b> on site.			
	3.3 Carry out reviews to ensure <b>statutory notices</b> , safety information and hazard warnings are maintained.			
	3.4 Carry out reviews to ensure <b>health, safety and welfare equipment</b> are in place, currently used, applied and maintained to meet the <b>project requirements</b> .			
	3.5 Carry out reviews to ensure <b>inductions</b> are being carried out.			
	3.6 Monitoring that systems are in place to meet <b>project requirements</b> .			
	3.7 Notify and report to those responsible where non-compliance has been identified.			
4 Understand how to monitor systems for managing site health, safety and welfare	4.1 Describe what to identify as possible opportunities for improving the health and safety of the work environment.			
	4.2 Explain how to encourage a culture of <b>health, safety and welfare</b> on site.			
	4.3 Describe how and why to recommend possible opportunities for improving the health and safety of the work environment.			
	4.4 Explain how to carry out reviews to ensure that <b>statutory</b> notices, safety information and hazard warnings are maintained.			
	4.5 Explain how to carry out reviews to ensure <b>health, safety and welfare</b> equipment are in place, correctly used and maintained to meet the <b>project requirements</b> .			
	4.6 Explain how to carry out reviews to ensure that <b>inductions</b> are being carried out.			
	4.7 Describe how to monitor that systems are in place to meet <b>project requirements</b> .			
	4.8 Explain how to notify and report to those responsible where non-compliance has been identified.			

The following range applies to the Learning Outcome

**Monitor health and safety responsibilities**

**Hazards:**

- falls from height
- slips, trips and falls (same level)
- hit by falling or moving objects
- manual handling
- health issues
- power sources
- hazardous substances
- trapped by something collapsing or overturning
- confined spaces
- fire
- lack of/breaches of security
- water
- moving vehicles

The following range applies to the Learning Outcome

**Monitor systems for managing site health, safety and welfare**

**Statutory notices:**

- prescribed notices
- certificates
- site safety signs

**Health, safety and welfare equipment**

- protective clothing
- protective equipment
- first aid facilities and arrangements
- welfare facilities
- storage, security and disposal of materials and equipment
- accident and incident reporting
- fire-fighting equipment
- provision of health, safety and welfare training

**Inductions:**

- health and safety responsibilities
- site, construction and installation operations
- health, safety and welfare equipment and resources
- risk control procedures
- first aid arrangements
- health and safety plans
- site specific procedures
- emergency and evacuation procedures

**Project requirements:**

- construction specific health, safety and welfare regulations
- general health, safety and welfare legislation
- recognised industry Codes of Practice
- organisational procedures
- identifying hazards
- reducing associated risk
- reporting accidents and incidents and preventing recurrence
- situations which do not comply with regulations

**Assessor Comments/Feedback**

Preparing documentation for handover and obtaining project feedback in the Workplace							
GQA Ref	VX03v2	Regulatory Ref	D/650/9035	Level	3	Credit Value	7
<p><b>Aims</b></p> <p>Candidates will demonstrate they are able to correctly prepare and feedback on project progress and where needed handover.</p> <p>They will also be able to describe how project reports need to be accurate and well maintained as well as being able to give clear, thorough and accurate feedback when needed.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:		Assessment criteria: The learner can:			Evidence Ref No.		
					1	2	3
1 Project documentation for project handover		1.1 Review <b>project requirements</b> , consult with stakeholders and monitor a commissioning programme.					
		1.2 Demonstrate that <b>project requirements</b> have been met and record outstanding work and non-compliant items.					
		1.3 Monitor commissioning inspections and tests that require certification and ensure that they are witnessed by <b>stakeholders</b> as required.					
		1.4 Identify and record any outstanding works.					
		1.5 Confirm any <b>stakeholder</b> concerns that need to be addressed at project handover and record any required actions.					
		1.6 Record relevant <b>information</b> produced during design, construction and installation which can be used for operation and maintenance in accordance with the contract.					
2 Understand how to prepare documentation for project handover		2.1 Describe what to identify and record as outstanding works.					
		2.2 Explain how to review project requirements and consult with stakeholders.					
		2.3 Explain how to demonstrate that project requirements have been met and record outstanding work with non-compliant methods.					
		2.4 Describe how and why to review a commissioning programme.					
		2.5 Describe how and why to monitor a commissioning programme.					

	2.6 Describe how and why to monitor commissioning inspections and tests that require certification and ensure they are witnessed by <b>stakeholders</b> as required.			
	2.7 Describe how to confirm any <b>stakeholder</b> concerns that need to be addressed at project handover and record any required actions.			
	2.8 Describe how to record the most relevant <b>information</b> produced during design, construction and installation which can be used for operation and maintenance in accordance with the contract.			
3 Obtain and communicate project feedback	3.1 Obtain, investigate and assess feedback information			
	3.2 Identify and record feedback and confirm areas to focus on for making <b>possible</b> improvements.			
	3.3 Review and communicate the <b>feedback information</b> , match it against the original requirements and objectives and summarise both positive and negative factors.			
4 Understand how to object and communicate project feedback	4.1 Describe what <b>feedback</b> to identify and record to confirm the areas to focus on for making <b>possible improvements</b> .			
	4.2 Explain how to obtain <b>feedback information</b> .			
	4.3 Describe how to summarise both positive and negative factors from the <b>feedback information</b> .			
	4.4 Describe how and why to match <b>feedback information</b> against the original requirement and objectives.			
	4.5 Describe how and why to review the <b>feedback information</b> .			
	4.6 Describe how and why to investigate and assess <b>feedback information</b> .			
	4.7 Explain how to communicate the <b>feedback information</b> .			

<p>The following range applies to the Learning Outcome <b>Prepare documentation for project handover</b></p> <p><b>Project requirements:</b></p> <ul style="list-style-type: none"> <li>• time</li> <li>• quality</li> <li>• cost</li> <li>• health and safety</li> <li>• regulations</li> <li>• sustainability</li> <li>• defects rectification period</li> <li>•</li> </ul> <p><b>Stakeholders:</b></p>	<p><b>Information</b></p> <ul style="list-style-type: none"> <li>• record drawings</li> <li>• schedules</li> <li>• specifications</li> <li>• contract records</li> <li>• photographs</li> <li>• trade literature</li> <li>• statutory consents</li> <li>• commissioning and test certificates</li> <li>• operating instructions and performance ratings</li> <li>• guarantees</li> <li>• warranties</li> <li>• health and safety file</li> </ul>
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| <ul style="list-style-type: none"><li>• clients</li><li>• users</li><li>• consultants</li><li>• contractors</li><li>• regulating authorities</li><li>• manufacturers</li></ul> |  |
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<p><b><u>Assessor Comments/Feedback</u></b></p>
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Preparing and organising site inspection information in the Workplace							
GQA Ref	VX04v2	Regulatory Ref	F/650/9036	Level	3	Credit Value	16
<p><b>Aims</b></p> <p>Candidates will be able to demonstrate and discuss methods of site inspection preparation and the processes involved in this.</p> <p>Preparations could be electronic, paper based or photo reduced.</p> <p>Candidates will also be able to discuss reasons why site inspections take place and how these maybe communicated and who the relevant people would be to liaise with.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.					
		1	2	3			
1 Prepare site inspection information	1.1 Accurately Establish the <b>purpose</b> of the <b>information</b> .						
	1.2 Complete documents to meet the required <b>purpose</b> .						
	1.3 Ensure the layout, spelling, grammar and punctuation are correct and consistent.						
	1.4 Ensure that the content of <b>information</b> is comprehensive and accurate and is presented in a logical sequence.						
	1.5 Ensure that the content of the <b>information</b> is succinct and provides sufficient guidance to decision makers.						
	1.6 Ensure that sources of <b>information</b> , on which documents are based, are verified as current, accurate and valid.						
	1.7 Monitor and record that work practices are in accordance with legal and regulatory requirements and organisational procedures.						
	1.8 Record promptly and accurately reasons where work is not achievable within the specified deadlines.						
	1.9 Provide completed <b>information</b> within agreed deadlines.						
	1.10 Maintain security and confidentiality of <b>information</b> .						
2 Understand how to prepare site inspection information	2.1 Describe how to establish the <b>purpose</b> of the <b>information</b> .						

	2.2 Explain how to complete documents to meet the required purpose.			
	2.3 Explain how to ensure that the layout, spelling, grammar and punctuation are correct and consistent.			
	2.4 Explain how to ensure that the content of <b>information</b> is comprehensive and accurate and is presented in a logical sequence.			
	2.5 Describe how to ensure that the content of the <b>information</b> is succinct and provides guidance to decision makers.			
	2.6 Explain how to ensure that sources of <b>information</b> on which documents are based, are verified as accurate and valid.			
	2.7 Explain how to record reasons where work is not achievable within the specified deadlines.			
	2.8 Describe how to provide the completed <b>information</b> within agreed deadlines.			
	2.9 Describe how to monitor and record that work practices are in accordance with legal and regulatory requirements and organisational procedures.			
	2.10 Describe how to maintain security and confidentiality of <b>information</b> .			
	3 Organise site inspection information	3.1 Collate <b>information</b> and organise it into a suitable form for <b>use</b> .		
3.2 Operate appropriate and valid procedures for maintaining <b>site inspection information systems</b> .				
3.3 Identify, summarise and disseminate <b>site inspection information</b> .				
4 Understand how to organise site inspection information	4.1 Describe how to identify specific <b>site inspection information</b> .			
	4.2 Explain how to collate <b>site inspection information</b> .			
	4.3 Describe how to operate appropriate and valid procedures for maintaining <b>site inspection information systems</b> .			
	4.4 Explain how to summarise and disseminate <b>site inspection information</b> .			
	4.5 Describe how to organise <b>information</b> into a suitable form for use.			
5 Provide information and guidance on site inspection issues	5.1 Obtain and provide <b>site inspection information</b> and advice which is relevant to the task, complete, summarised accurately and clearly relevant to the issues.			
	5.2 Communicate <b>site inspection information</b> using a style of communication which is appropriate to the <b>people receiving the information and advice</b> .			
6 Understand how to provide information and guidance on site	6.1 Describe how and why to obtain and provide site inspection <b>information</b> .			

inspection issues when preparing and organising site inspection information.	6.2 Explain how to obtain and provide advise which is relevant to the task, complete, summarised accurately and relevant to the technical issues.			
	6.3 Describe how and why to present <b>site inspection information</b> in a style appropriate to the <b>people receiving the information and advice</b> .			

<p>The following range applies to the Learning Outcome</p> <p><b>Prepare-site inspection information</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• site inspection reports</li> <li>• written, graphical and electronic records of actual work against programmed work</li> </ul>	<p><b>Information:</b></p> <ul style="list-style-type: none"> <li>• for self</li> <li>• developed on behalf of others</li> <li>• self-generated</li> <li>• produced according to instructions from others</li> <li>• approved providers</li> <li>• contract documentation</li> <li>• standard drawings</li> <li>• specifications</li> <li>• technical books</li> <li>• product information</li> <li>• government and statutory publications</li> <li>• research and advisory data</li> <li>• reports</li> <li>• samples</li> <li>• project documentation</li> <li>• organisational documentation (e.g. pro forma)</li> </ul> <p><b>Site Inspection information systems:</b></p> <ul style="list-style-type: none"> <li>• paper based (e.g. manual files, technical library)</li> <li>• photo reduced (e.g. microfiche)</li> <li>• electronic (e.g. computer database, CD ROM, on-line)</li> </ul>
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<p><b><u>Assessor Comments/Feedback</u></b></p>
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Monitoring dimensional accuracy in the workplace							
GQA Ref	VX05v2	Regulatory Ref	T/650/9230	Level	3	Credit Value	3
<p><b>Aims</b></p> <p>Candidates will be able to demonstrate and discuss methods of monitoring dimensional accuracy in the workplace. This includes information on inaccuracies and deviations, differenced and using reference markers to test and measure. Candidates will also be able to discuss resources for measuring and recording equipment – whether this be mechanical, optical, electronic or using field books.</p> <p>Candidates will also be able to demonstrate and discuss dimensional controls used including lines, levels, angles and distances as well as the potential errors which could occur.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.					
		1	2	3			
1 Monitor dimensional accuracy	1.1 Correlate, check and calculate <b>information</b> on construction which is relevant to the <b>setting-out</b> of the project						
	1.2 Identify any <b>differences</b> between the specified and the actual site dimensions, record them accurately and inform the decision makers						
	1.3 Monitor <b>reference markers</b> which meet the specified accuracy criteria						
	1.4 Use appropriate <b>observation methods</b> which meet the specified accuracy criteria						
	1.5 Use <b>measuring and recording equipment</b> which meets the specified accuracy criteria at the level required						
	1.6 Observe and measure <b>dimensional controls</b> , setting out points, lines and profiles accurately and record the results to meet quality standards						
	1.7 Identify and record any <b>errors</b> in position, alignment and level and report to the decision makers						
	1.8 Record any <b>setting-out information</b> which may be for later use and store it securely so that it is available when needed						
2 Understand how to monitor dimensional accuracy	2.1 Describe how and why to correlate <b>information</b> on construction relevant to the <b>setting-out</b> of the project						
	2.2 Explain how to the <b>information</b> on construction relevant to the <b>setting-out</b> of the project						

	2.3 Describe how to calculate <b>information</b> on construction relevant to the <b>setting-out</b> of the project			
	2.4 Describe how to record any <b>differences</b> between the specified and the actual site dimensions			
	2.5 Describe what to identify as any <b>differences</b> between the specified and the actual site dimensions			
	2.6 Explain how to inform decision makers of any differences between specifications			
	2.7 Describe how and why to monitor <b>reference markers</b> which are accurate, identified clearly and protected from movement or removal			
	2.8 Explain how to use appropriate <b>observation methods</b>			
	2.9 Explain what to identify and record as any <b>errors</b> in position, alignment and level			
	2.10 Explain how to record and store any <b>setting-out information</b> which maybe for later use			
	2.11 Describe how to observe and measure <b>dimensional controls</b> setting-out points, lines and profiles accurately and record the results to meet quality standards			
	2.12 Explain how to use <b>measuring and recording equipment</b> which meets the specified accuracy criteria at the level required			

<p>The following range applies to the Learning Outcome – <b>Monitor dimensional accuracy</b></p> <p><b>Setting out information:</b></p> <ul style="list-style-type: none"> <li>• dimensions</li> <li>• locations</li> <li>• levels (including inaccuracies and deviations)</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• boundaries</li> <li>• levels</li> <li>• locations</li> </ul> <p><b>Reference markers:</b></p> <ul style="list-style-type: none"> <li>• ground stations</li> <li>• base lines</li> <li>• benchmarks</li> <li>• elevated target positions</li> <li>• structural grid</li> </ul>	<p><b>Observation methods:</b></p> <ul style="list-style-type: none"> <li>• graphical</li> <li>• measured</li> <li>• instruments</li> </ul> <p><b>Measuring and recording equipment:</b></p> <ul style="list-style-type: none"> <li>• mechanical</li> <li>• optical</li> <li>• electronic</li> <li>• field book</li> </ul> <p><b>Dimensional controls:</b></p> <ul style="list-style-type: none"> <li>• lines</li> <li>• levels</li> <li>• angles</li> <li>• distances</li> </ul> <p><b>Errors – arising from:</b></p> <ul style="list-style-type: none"> <li>• transfer of lines and levels</li> <li>• use of wrong lines and levels</li> <li>• calculations</li> </ul>
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**Assessor Comments/Feedback**

Monitoring and recording tests in the Workplace							
GQA Ref	VX06v2	Regulatory Ref	L/650/9110	Level	3	Credit Value	12
<p><b>Aims</b></p> <p>Candidates will be able to demonstrate and discuss methods on how to conduct and monitor tests on site materials, structure and environment and how to accurately store and assess the data found. This will also include being able to demonstrate safe working practices in line with company policy and legislation.</p> <p>Candidates will also be able to discuss reasons why tests take place and how these maybe communicated and who the relevant people would be to liaise with.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:		Assessment criteria: The learner can:			Evidence Ref No.		
					1	2	3
1 Monitor and record tests		1.1 Monitor <b>tests</b> and recommend modifications to maintain compliance with <b>test</b> requirements.					
		1.2 Monitor-physical tests to ensure they are conducted accurately.					
		1.3 Conform to <b>safe working practices</b> during testing.					
		1.4 Ensure accuracy by only using calibrated equipment.					
		1.5 Ensure that sample sizes are sufficient to <b>test</b> the required properties and maintain their integrity to meet recognised statistical principles.					
		1.6 Ensure that <b>test data</b> is recorded clearly and accurately communicated to those who need to use it and stored securely for later analysis.					
		1.7 Keep a clear and accurate record of the time spent on the <b>tests</b> and of any problems that have arisen.					
2 Understand how to monitor and record tests		2.1 Explain how to monitor <b>tests</b> .					
		2.2 Describe how to recommend modifications to maintain compliance with <b>test</b> requirements.					
		2.3 Explain how to monitor that physical <b>tests</b> are conducted accurately.					
		2.4 Explain how to ensure that sample sizes are sufficient to <b>test</b> the required properties.					
		2.5 Explain how to ensure that <b>test data</b> is recorded and stored securely for later analysis.					

	2.6 Explain how to ensure that <b>test data</b> is communicated to those who need it.			
	2.7 Describe how to keep a clear and accurate record of the time spent on the <b>tests</b> and of any problems that have arisen.			
	2.8 Explain how to conform to <b>safe working practices</b> during testing.			
	2.9 Explain how to ensure that the equipment used to maintain accuracy is calibrated.			

<p>The following range applies to the Learning Outcome</p> <p><b>Monitor and record tests</b></p> <p><b>Test:</b></p> <ul style="list-style-type: none"> <li>• structure</li> <li>• materials</li> <li>• environment</li> <li>• services</li> </ul>	<p><b>Safe working practices:</b></p> <ul style="list-style-type: none"> <li>• personal safety equipment and clothing</li> <li>• safe use of access as required under health and safety legislation</li> <li>• Industry Codes of Practice and Regulations applying to the test site and the tests being conducted</li> <li>• as identified by risk assessments</li> </ul> <p><b>Test Data:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• condition</li> <li>• performance</li> </ul>
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<p><b><u>Assessor Comments/Feedback</u></b></p>
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Monitoring the installation and commissioning of engineering systems in the workplace							
GQA Ref	VX07v2	Regulatory Ref	H/650/9037	Level	3	Credit Value	10
<p><b>Aims</b></p> <p>Candidates will be confident to explain and confirm methods and procedures for commissioning engineering systems, record(s) used/stored of commissioning which include conditions and resources as well as demonstrating their understanding of the record(s) kept of the results of commissioning implementation including any problems.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:		Assessment criteria: The learner can:			Evidence Ref No.		
					1	2	3
1 Monitor the installation and commissioning of engineering systems		1.1 Verify the relevant methods and <b>procedures</b> for <b>commissioning</b> the <b>engineering systems</b>					
		1.2 Verify that <b>conditions</b> are suitable to implement the <b>commissioning</b> and that the necessary resources are available					
		1.3 Verify that the <b>commissioning</b> is implemented correctly					
		1.4 Identify any problems with the <b>commissioning</b> and refer them to relevant <b>stakeholders</b>					
		1.5 Verify that the <b>engineering systems</b> meet <b>specifications</b> and comply with relevant <b>regulations and guidelines</b>					
		1.6 Record the results of the <b>commissioning</b> as appropriate and issue to <b>stakeholders</b>					
2 Understand how to monitor the installation and commissioning of engineering systems		2.1 Explain how to verify that the <b>engineering systems</b> meet <b>specifications</b> and comply with all relevant <b>regulations and guidelines</b> .					
		2.2 Explain how to identify any problems with the <b>commissioning</b> .					
		2.3 Explain how to verify the relevant methods and <b>procedures</b> for <b>commissioning</b> the <b>engineering systems</b> .					
		2.4 Explain how to verify that <b>conditions</b> are suitable to implement the <b>commissioning</b> and that the necessary resources are available.					
		2.5 Explain how to verify that the commissioning is implemented correctly.					
		2.6 Describe how to refer any problems with the <b>commissioning</b> to relevant <b>stakeholders</b> .					

	2.7 Explain how to record the results of the commissioning, as appropriate and issue to stakeholders.			
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<p>The following range applies to the Learning Outcome</p> <p><b>Monitor the installation and commissioning of engineering systems</b></p> <p><b>Procedures, specifications, regulations and guidelines:</b></p> <ul style="list-style-type: none"> <li>• witness test</li> <li>• inspections</li> <li>• obtain certificates</li> <li>• provision of operation manuals</li> </ul> <p><b>Engineering systems:</b></p> <ul style="list-style-type: none"> <li>• components</li> <li>• equipment</li> <li>• products</li> <li>• services</li> <li>• systems</li> </ul> <p><b>Commissioning:</b></p> <ul style="list-style-type: none"> <li>• tests trials</li> <li>• configuration</li> <li>• hand-over</li> </ul>	<p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• authorisation</li> <li>• availability of resources</li> <li>• preparation of products</li> <li>• preparation of site</li> <li>• health and safety</li> <li>• environmental</li> <li>• permits</li> </ul> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• clients</li> <li>• users</li> <li>• consultants</li> <li>• contractors</li> <li>• regulating authorities</li> <li>• manufacturers</li> </ul>
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<p><u>Assessor Comments/Feedback</u></p>
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Planning and monitoring maintenance programmes in the workplace							
GQA Ref	VX08v2	Regulatory Ref	R/650/9040	Level	3	Credit Value	11
<p><b>Aims</b></p> <p>Candidates will be able to demonstrate how they agree plan(s) and schedule(s) of maintenance which include agreed organisational objectives for the maintenance, reviews of influencing factors, guidance material and priorities as well as keeping records of implemented and monitored maintenance programmes and of recommended action taken to address resource and performance issues.</p> <p>Candidates will also be able to demonstrate a good understanding of monitoring records.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:		Assessment criteria: The learner can:			Evidence Ref No.		
					1	2	3
1 Plan and monitor maintenance programmes		1.1 Plan and schedule in accordance with agreed objectives for the <b>maintenance of property</b> .					
		1.2 Review <b>influencing factors</b> and <b>guidance material</b> about the <b>maintenance of property</b> .					
		1.3 Prioritise <b>maintenance</b> having regard to the <b>influencing factors</b> .					
		1.4 Prepare and verify plans and schedules of <b>maintenance</b> for implementation with <b>stakeholders</b> .					
		1.5 Monitor the programme and identify any specific <b>resources</b> and performance issues and recommend appropriate action.					
		1.6 Verify the compliance of <b>statutory requirements</b> for both planned preventative <b>maintenance</b> and emergency works.					
		1.7 Verify that accurate monitoring records are maintained and retained.					
2 Understand how to plan and monitor maintenance programmes		2.1 Describe how and why to plan and schedule in accordance with agreed objectives for the <b>maintenance of property</b> .					
		2.2 Describe how and why to review <b>influencing factors</b> and <b>guidance material</b> about the <b>maintenance of property</b> .					
		2.3 Describe how and why to prioritise the <b>maintenance</b> having regard to all the <b>influencing factors</b> .					

	2.4 Describe how and why to verify plans and schedules of <b>maintenance</b> for implementation with <b>stakeholders</b> .			
	2.5 Describe how and why to monitor the programme and identify specific <b>resources</b> and performance issues.			
	2.6 Describe how and why to recommend appropriate action.			
	2.7 Explain how to verify the compliance of <b>statutory requirements</b> for both planned preventative <b>maintenance</b> and emergency works.			
	2.8 Explain how to verify that accurate monitoring records are maintained and retained.			

<p>The following range applies to the Learning Outcome</p> <p><b>Plan and monitor maintenance programmes</b></p> <p><b>Maintenance:</b></p> <ul style="list-style-type: none"> <li>• scheduled and preventative</li> <li>• unscheduled and reactive</li> <li>• emergency</li> </ul> <p><b>Property:</b></p> <ul style="list-style-type: none"> <li>• structure</li> <li>• materials</li> <li>• finishes</li> <li>• fittings</li> <li>• services</li> <li>• external works</li> <li>• assets</li> </ul> <p><b>Influencing factors:</b></p> <ul style="list-style-type: none"> <li>• ergonomics and logistics</li> <li>• contractual requirements</li> <li>• statutory requirements</li> <li>• health and safety requirements</li> <li>• resource allocation</li> <li>• operational requirements</li> <li>• environmental considerations</li> <li>• fair wear and tear/damage</li> <li>• heritage status</li> </ul>	<p><b>Guidance material:</b></p> <ul style="list-style-type: none"> <li>• owners' manuals</li> <li>• log books</li> <li>• maintenance schedules and manuals</li> <li>• practice guides and specifications</li> <li>• health and safety files</li> <li>• as built drawings</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• materials</li> <li>• plant and equipment</li> <li>• finance</li> <li>• time</li> <li>• personnel</li> </ul> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• clients</li> <li>• users</li> <li>• consultants</li> <li>• contractors</li> <li>• regulating authorities</li> <li>• manufacturers</li> </ul> <p><b>Statutory requirements:</b></p> <ul style="list-style-type: none"> <li>• testing</li> <li>• examination</li> <li>• inspection</li> <li>• certification</li> <li>• health and safety</li> </ul>
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**Assessor Comments/Feedback**

Practicing in a professional and ethical manner in the workplace							
GQA Ref	VX09v2	Regulatory Ref	J/650/9038	Level	3	Credit Value	9
<p><b>Aims</b></p> <p>Candidates will be able to demonstrate and discuss how they are able to work in a professional and ethical manner in the workplace while maintaining standards set out by insurances and contract constraints.</p> <p>Examples of this can include codes of practice, law, duty of care and conflicts of interest and this can include relationships with external parties such as clients, users, consultants or contractors.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:		Assessment criteria: The learner can:			Evidence Ref No.		
					1	2	3
1 Operate within standards when practicing in a professional and ethical manner		1.1 Make judgements and offer advice which balances the need of the <b>stakeholder</b> , the resources available and the needs of the community and environment that are affected.					
		1.2 Accept personal responsibility for personal decisions.					
		1.3 Communicate in a style and manner which maintains professional independence.					
		1.4 Maintain confidentiality or information.					
		1.5 Define and agree the terms of reference and the expectations of the <b>stakeholders</b> .					
		1.6 Operate within agreed working practices and <b>systems</b> which conform to legal requirements and <b>ethical standards</b> .					
2 Understand how to operate within standards when practicing in a professional and ethical manner		2.1 Describe how and why to make judgements which balance the needs of the <b>stakeholder</b> , the resources available and the needs of the community and the environment and the environment that are affected.					
		2.2 Explain how and why to maintain confidentiality of the information.					
		2.3 Explain how to communicate in order to maintain professional independence.					
		2.4 Describe how and why to offer advice which balances the needs of the <b>stakeholder</b> , the resources					

	available and the needs of the community and environment that are affected.			
	2.5 Describe how and why to accept personal responsibility for personal decisions.			
	2.6 Explain how to operate within agreed working practices and <b>systems</b> which confirm to legal requirements and <b>ethical standards</b> .			
	2.7 Describe how and why to define terms of reference and the expectations of <b>stakeholders</b> .			
	2.8 Describe how and why to agree the terms of reference and the expectations of the stakeholders.			
3 Undertake personal development in the occupational practice area when practicing in a professional and ethical manner	3.1 Define the personal <b>aims and objectives</b> for undertaking <b>personal development</b> .			
	3.2 Identify <b>sources of support and guidance</b> for undertaking <b>personal development</b> .			
	3.3 Identify and select relevant <b>standards of competence</b> against which <b>personal development</b> can be measured.			
	3.4 Analyse the current personal level of performance against the identified <b>standards of competence</b> and report a profile of present competence and <b>personal development</b> needs.			
	3.5 Prepare a <b>development plan</b> for achieving identified development needs.			
	3.6 Undertake <b>development activities</b> aimed at achieving identified development needs, <b>review</b> and record progress and the effectiveness of the activities.			
	3.7 Measure the achievement of identified development needs and record evidence of competence gains against the identified <b>standards of competence</b> .			
	3.8 <b>Review</b> the cycle of <b>personal development aims and objectives</b> and revise and update <b>aims and objectives</b> to suit the circumstances.			
4 Understand how to undertake personal development in the occupational practice area practicing in a professional and ethical manner	4.1 Describe how to revise and update <b>personal development aims and objectives</b> to suite the circumstances.			
	4.2 Describe how and why to <b>review</b> the currency of <b>personal development aims and objectives</b> .			
	4.3 Describe how and why to define the personal <b>aims and objectives</b> for undertaking <b>personal development</b> .			
	4.4 Explain what to identify as <b>sources of support and guidance</b> for undertaking <b>personal development</b> .			
	4.5 Explain how to contact <b>sources of support and guidance</b> for undertaking <b>personal development</b> .			
	4.6 Describe what to identify as relevant <b>standards of competence</b> against which <b>personal development</b> can be measured.			

	4.7 Explain how to record a profile of present competence and <b>personal development</b> needs.			
	4.8 Describe how to measure the achievement of identified development needs and record evidence of competence gained against the identified <b>standards of competence</b> .			
	4.9 Describe how and why to analyse the current personal level of performance against the identified <b>standards of competence</b> .			
	4.10 Describe how and why to select relevant <b>standards of competence</b> against which <b>personal development</b> can be measured.			
	4.11 Describe how and why to prepare a <b>development plan</b> .			
	4.12 Explain how to record progress and the effectiveness of the <b>development activities</b> .			
	4.13 Describe how and why to <b>review</b> progress and the effectiveness of the <b>development activities</b> .			
	4.14 Describe how and why to undertake <b>development activities</b> .			

<p>The following range applies to the Learning Outcome</p> <p><b>Operate within standards</b></p> <p><b>Systems:</b></p> <ul style="list-style-type: none"> <li>• insurance</li> <li>• guarantees</li> <li>• warranties</li> <li>• contract conditions</li> <li>• bonds</li> </ul> <p><b>Ethical standards:</b></p> <ul style="list-style-type: none"> <li>• ethical codes of practice within the occupation or discipline</li> <li>• statute law</li> <li>• voluntary codes of practice</li> <li>• duty of care</li> <li>• conflicts of interest</li> </ul> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• clients</li> <li>• users</li> <li>• consultants</li> <li>• contractors</li> <li>• regulating authorities</li> <li>• manufacturers</li> </ul> <p>The following range applies to the Learning Outcome</p> <p><b>Undertake personal development in the occupational practice area</b></p>	<p><b>Sources of support and guidance:</b></p> <ul style="list-style-type: none"> <li>• national/industry bodies</li> <li>• professional institutions</li> <li>• education and training providers</li> <li>• in house</li> <li>• national occupational standards</li> <li>• current publications</li> </ul> <p><b>Standards of competence:</b></p> <ul style="list-style-type: none"> <li>• job descriptions</li> <li>• professional institution requirements</li> <li>• industry national occupational standards</li> </ul> <p><b>Development plan includes:</b></p> <ul style="list-style-type: none"> <li>• objectives</li> <li>• priorities</li> <li>• target dates</li> <li>• development activities</li> </ul> <p><b>Development activities:</b></p> <ul style="list-style-type: none"> <li>• formal courses</li> <li>• research</li> <li>• work experience</li> <li>• personal study</li> </ul> <p><b>Reviewing:</b></p> <ul style="list-style-type: none"> <li>• self or assessed</li> <li>• in conjunction with others</li> <li>• peer groups</li> </ul>
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**Aims and objectives:**

- preparation for career development
- intellectual challenge
- need for updating
- need to provide evidence of vocational competence
- compliance with employer and professional requirements
- awareness of development needs

**Personal development:**

- maintenance of competence
- development of new competence
- commitment to vocational excellence

**Assessor Comments/Feedback**

Developing and maintaining professional working relationships in the workplace							
GQA Ref	VX10v2	Regulatory Ref	T/650/9041	Level	3	Credit Value	7
<p><b>Aims</b></p> <p>Candidates will be able to demonstrate and discuss how they are able to develop and maintain formal and informal relationships with clients, customers, employers, employees', regulatory bodies, community groups, contractors, consultants, the public etc.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.					
		1	2	3			
1 Develop and maintain professional working relationships with people	1.1 Develop, maintain and encourage <b>professional relationships</b> .						
	1.2 <b>Inform people</b> about <b>work activities</b> and priorities.						
	1.3 <b>Offer advice</b> and help to <b>stakeholders</b> about <b>work activities</b> and priorities.						
	1.4 Inform <b>stakeholders</b> of the proposals for actions.						
	1.5 <b>Clarify</b> with <b>stakeholders'</b> objections to proposals and suggest alternatives.						
	1.6 Resolve conflicts and differences of opinion in ways which minimise offence and which maintain <b>goodwill, trust</b> and <b>respect</b> .						
	1.7 Present relevant information at meetings clearly and concisely.						
	1.8 Present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, if required.						
	1.9 Articulate any issues and problems emerging from discussions and propose and evaluate possible solutions.						
2 Understand how to develop and maintain professional working relationships with people	2.1 Explain how to maintain and encourage <b>professional relationships</b> .						
	2.2 Describe how and why to develop <b>professional relationships</b> .						
	2.3 Describe how and why to resolve conflicts and differences of opinion in ways which minimise offence and maintain <b>goodwill, trust</b> and <b>respect</b> .						
	2.4 Describe how and when to <b>present</b> proposals for action to <b>stakeholders</b> .						

	2.5 Explain how to clarify with <b>stakeholders</b> objections to any proposals.			
	2.6 Describe how and why to suggest alternative proposals.			
	2.7 Explain how to <b>inform people</b> about <b>work activities</b> and priorities.			
	2.8 Describe how and why to <b>offer advice</b> and help to <b>stakeholders</b> about <b>work activities</b> .			
	2.9 Explain the importance of <b>presenting</b> relevant information and opinions at the meeting clearly and concisely and how to do so.			
	2.10 Describe the types and sources of information relevant for the meeting.			
	2.11 Explain how to present your opinions and the interests of those you are representing in a convincing way.			
	2.12 Explain the industry/sector requirements for participating in meetings.			
	2.13 Explain the importance of identifying and articulating any issues and problems emerging from discussions and how to contribute to resolve them.			

<p>The following range applies to the Learning Outcome</p> <p><b>Develop and maintain professional working relationships with people</b></p> <p><b>Professional relationships:</b></p> <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> </ul> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• clients and customers</li> <li>• employers</li> <li>• employees</li> <li>• statutory and regulatory bodies</li> <li>• users and community groups</li> <li>• contractors</li> <li>• consultants</li> <li>• partners</li> <li>• general public</li> <li>• suppliers of products and services</li> </ul>	<p><b>Goodwill and trust:</b></p> <ul style="list-style-type: none"> <li>• demonstrating a duty of care</li> <li>• ethical relationships</li> <li>• professional independence</li> <li>• honouring promises and undertakings</li> <li>• honest relationships</li> <li>• constructive relationships</li> <li>• equal opportunities</li> </ul> <p><b>Informing, offering advice and presenting:</b></p> <ul style="list-style-type: none"> <li>• orally</li> <li>• in writing</li> <li>• using graphics</li> <li>• electronically</li> </ul> <p><b>Informing, offering advice and presenting:</b></p> <ul style="list-style-type: none"> <li>• orally</li> <li>• in writing</li> <li>• using graphics</li> <li>• electronically</li> </ul>
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<p><b>Assessor Comments/Feedback</b></p>
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Inspecting and reporting on condition of property in the workplace							
GQA Ref	VX012v2	Regulatory Ref	K/650/9039	Level	4	Credit Value	31
<p><b>Aims</b></p> <p>Candidates will be able to demonstrate how they are able to inspect the condition of property – this could be through land registry, local searches, discussions with clients and tenants as well as reviewing existing surveys and inspections.</p> <p>Candidates will need to be able to discuss health and safety as part of this as well as considering characteristics of the property being inspected, condition of the property being inspected as well as the consideration of any other relevant information.</p> <p>Candidates will also be able to discuss how to and the correct inspection reporting procedures.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.					
		1	2	3			
1 Inspect condition of property	1.1 Identify the purpose of the inspection, evaluate available <b>data</b> and obtain equipment, resources and specialist advice that will be needed.						
	1.2 Verify that <b>stakeholders</b> who will be affected have given their permission.						
	1.3 Identify and manage <b>health and safety risks</b> relating to inspections.						
	1.4 Accurately record and report <b>characteristics</b> of the <b>property</b> which are necessary for the purpose of the inspection.						
2 Understand how to inspect condition of property	2.1 Describe what to identify as the purpose of the inspection, evaluate available data and obtain the equipment, resources and specialist advice that will be needed.						
	2.2 Describe how and when to verify that <b>stakeholders</b> who will be affected have given their permission.						
	2.3 Explain how to identify and manage <b>health and safety risks</b> relating to inspection.						
	2.4 Explain how to accurately record and report <b>characteristics</b> of the <b>property</b> which are necessary for inspection.						
3 Report on condition of property	3.1 Collate <b>information</b> on the condition of property.						
	3.2 Identify possible causes of failure and deterioration of the <b>property</b> and the implications and consequences.						

	3.3 Prepare and submit a report which is accurate, complete, which clearly specifies the <b>level of condition</b> and contains <b>relevant information</b> .			
	3.4 Clarify and justify findings and clearly explain instances where and why accurate inspection and measurement has not been possible.			
	3.5 Retain records which are clear, accurate and complete and conform to accepted professional and statutory requirements.			
4 Understand how to report on condition of property	4.1 Explain how to retain records.			
	4.2 Explain how to collate <b>information</b> on the condition of <b>property</b> .			
	4.3 Describe what to identify as possible causes of failure and deterioration of the <b>property</b> and the implications and consequences.			
	4.4 Describe how and why to clarify and justify findings.			
	4.5 Describe how to explain, clearly, instances where and why accurate inspection and measurement has not been possible.			
	4.6 Explain how to prepare and submit a report, in full and which clearly specifies the <b>level of condition</b> and contains <b>relevant information</b> .			

<p>The following range applies to the Learning Outcome</p> <p><b>Inspect condition of property Resources:</b></p> <ul style="list-style-type: none"> <li>• the client</li> <li>• land registry</li> <li>• local search</li> <li>• tenants</li> <li>• existing surveys/inspections</li> <li>• legal documents</li> <li>• historical</li> <li>• occupiers</li> <li>• local authority records</li> </ul> <p><b>Health and safety risks:</b></p> <ul style="list-style-type: none"> <li>• falls from height</li> <li>• slips, trips and falls (same height)</li> <li>• hit by falling or moving objects</li> <li>• manual handling</li> <li>• health issues</li> <li>• power sources</li> <li>• hazardous substances</li> <li>• trapped by something collapsing or overturning</li> <li>• confined spaces</li> <li>• fire</li> <li>• obstructions</li> <li>• moving vehicles</li> <li>• water</li> <li>• security breaches</li> </ul>	<p>The following range applies to the Learning Outcome</p> <p><b>Report on condition of property</b></p> <p><b>Information - sources:</b></p> <ul style="list-style-type: none"> <li>• the client</li> <li>• occupiers</li> <li>• survey data</li> <li>• industry standards and legislation</li> <li>• inspection observations and measurements</li> <li>• samples</li> <li>• media</li> </ul> <p><b>Level of condition:</b></p> <ul style="list-style-type: none"> <li>• age, type, construction, size and heritage status</li> <li>• condition rating</li> <li>• energy efficiency</li> <li>• susceptibility to damage</li> <li>• safety requirements</li> <li>• need to inhibit deterioration</li> <li>• meet minimum legal standards</li> <li>• suspected concealed defects</li> </ul> <p><b>Property:</b></p> <ul style="list-style-type: none"> <li>• structure</li> <li>• materials</li> <li>• finishes</li> </ul>
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<ul style="list-style-type: none"> <li>• sector or context specific</li> <li>• structures</li> </ul> <p><b>Characteristics:</b></p> <ul style="list-style-type: none"> <li>• age</li> <li>• type</li> <li>• construction</li> <li>• size</li> <li>• heritage status</li> <li>• use</li> <li>• location</li> <li>• orientation</li> </ul> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• clients</li> <li>• users</li> <li>• consultants</li> <li>• regulating authorities</li> <li>• manufacturers</li> </ul>	<ul style="list-style-type: none"> <li>• fittings</li> <li>• services</li> <li>• external works</li> <li>• assets</li> </ul> <p><b>Relevant information:</b></p> <ul style="list-style-type: none"> <li>• meets relevant codes of practice and standards</li> <li>• recommended remedial work</li> <li>• any qualifying factors</li> <li>• need for further investigation</li> </ul>
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**Assessor Comments/Feedback**

Monitor and Solve Customer Service problems							
GQA Ref	CFACSC5	Regulatory Ref	Y/650/9042	Level	3	Credit Value	6
<p><b>Aims</b></p> <p>Candidates will be able to demonstrate and discuss how they are able to handle customer problems queries and complaints including behaviours, processes and approaches to the most effective way of handing customer service problems or the correct procedure to obtain support from someone with sufficient authority.</p> <p>This can include both internal and external customers.</p>							
<p><b>Assessment Guidance</b></p> <p>This unit must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>							
Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.					
		1	2	3			
1 Solve immediate customer service problems	1.1 Respond positively to customer service problems following organisational guidelines.						
	1.2 Solve customer service problems when they have sufficient authority.						
	1.3 Work with others to solve customer service problems.						
	1.4 Keep customers informed of the actions being taken.						
	1.5 Check with customers that they are comfortable with actions being taken.						
	1.6 Solve problems with service systems and procedures that might affect customers before customers become aware of them.						
	1.7 Inform managers and colleagues of the steps taken to solve specific problems.						
2 Identify repeated customer service problems and options for solving them	2.1 Identify repeated customer service problems.						
	2.2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.						
	2.3 Work with others to select the best options for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation.						
3 Take action to avoid the repetition of customer service problems	3.1 Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.						
	3.2 Action their agreed solution.						

	3.3 Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems.			
	3.4 Monitor the changes they have made and adjust them as appropriate.			

**Assessor Comments/Feedback**

# ***NOTES***

# **NOTES**



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