



GQA

All about the learner

GQA Level 6 NVQ Diploma in Senior Site Inspection

610/7230/8

Qualification specification

Summary of changes

This section records the version history of this qualification specification. Centres must ensure that they are using the most current approved version available via the GQA website and GQAonline.

Version	V1
Publication date	19/06/2026
Summary of amendments	Published version of qualification specification

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1. Qualification Summary

Qualification Title	GQA Level 6 NVQ Diploma in Senior Site Inspection
Qualification Number	610/7230/8
Qualification Review Date	30/6/2029
Total Qualification Time (TQT)	960
Guided Learning Hours	290
Minimum age	18
Qualification purpose	This qualification is aimed at developing the necessary skills and knowledge of the technical and practical day to day aspects of site inspection.
Grading	Pass/Fail
Assessment	Portfolio of Evidence that is internally assessed and verified by centre staff, also externally quality assured by GQA External Quality Assurers.
Entry requirements	Learners on this qualification should already be employed as a senior site inspector in the construction or built environment.
Progression	• Supports applications for the CSCS Manager Card • Progression onto a range of occupations in the construction sector.

2. Introduction

GQA Qualifications

GQA is an Awarding Organisation specialising in qualifications for 17 sectors and occupational roles. GQA works with employers, industry experts and training providers to ensure qualifications are relevant, robust and aligned to current industry practice.

Centre approval

To offer a GQA qualification, a centre must be recognised and approved by GQA. Approval requires centres to show they have appropriate systems, resources and competent staff in place to deliver, assess and quality assure the qualification.

Centres must provide evidence of:

- suitably qualified and occupationally competent staff
- effective internal quality assurance arrangements
- appropriate physical and learning resources
- policies and procedures that support learner protection and regulatory compliance

Approval decisions are based on the sufficiency of these arrangements for the qualification being delivered. Centres must also gain approval for each qualification they intend to offer, and no learner assessment may take place until both centre and qualification approval have been confirmed by GQA.

Qualification Specification

Each GQA qualification is supported by a qualification specification containing the information centres need to deliver, assess and quality assure the qualification.

The qualification specification is a controlled document and must be used by centres to plan delivery and assessment. Relevant GQA policies and procedures, including those for centre approval, appeals, reasonable adjustments and recognition of prior learning, are available via the GQA website and GQAonline.

Reproduction of this document

Centres may reproduce this qualification specification for internal use only. The content must not be altered, adapted or presented in a way that changes its meaning or regulatory intent.

Qualification specifications can also be found on our website: <https://g-q-a.com>. and for existing approved centres can be downloaded from GQAonline.

If you have any further questions, please contact: info@g-q-a.com.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

3. Introduction to the Qualification

This qualification is aimed at developing the necessary skills and knowledge of the technical and practical day to day aspects of site inspection.

This qualification covers areas such as monitoring quality, managing progress and handover, verifying health and safety, setting up and managing technical storage systems, and managing interaction with others.

Learners need to select additional options to suit their role, including monitoring tests, confirming and reporting on property condition, agreeing maintenance works, monitoring customer service problems, progressing resolution of disputes, recruiting and planning the workforce, managing teams, and their development.

The structure and units of this qualification are based on the current National Occupational Standards (NOS) for the role of Senior Site Inspector.

Qualification Summary

Learners need to achieve all the Mandatory units, and 1 unit from each of the two optional groups.

Mandatory units

Unit number	Unit name	Credit value	GLH	TQT
K/652/0242	Monitor project quality in construction	16	40	160
R/652/0263	Manage interaction with others in construction	9	30	90
M/652/0262	Practise in a professional manner in construction	13	39	130
T/652/0264	Set up and manage technical information systems in construction	10	30	100
Y/652/0265	Verify and maintain systems for managing site health, safety and welfare in construction	11	40	110
A/652/0266	Manage project progress and handover in construction	13	40	130

Optional units

Unit number	Unit name	Credit value	GLH	TQT
Option Group 1- select 1 unit from Option Group 1				
K/652/0260	Confirm and report on the property condition in construction	16	50	160
L/652/0261	Monitor test processes in construction	14	40	140
F/652/0259	Implement agreed policies and programmes for undertaking maintenance works in construction	17	60	170
Option Group 2 – select 1 unit from Option Group 2				
Y/652/0247	Manage and develop teams and individuals in construction	18	60	180
A/652/0257	Evaluate and progress the resolution of potential disputes in construction	14	50	140
D/652/0258	Monitor and solve customer service problems in construction	10	30	100
T/652/0570	Recruit and plan the workforce in construction	20	70	200

Total Qualification Time

Total Qualification Time (TQT) is the estimated time a learner typically needs to achieve the qualification, including guided learning, independent study, workplace activity and assessment.

The TQT for this qualification is: 960 hours

Guided Learning Hours

Guided Learning Hours (GLH) represent the time spent being taught, instructed or supervised by a tutor, trainer or assessor.

The GLH for this qualification is 290 hours.

Entry guidance

Learners should be aged 18 or above to undertake this qualification, and have access to a workplace that allows them to generate valid evidence across the qualification.

Learners should also be experienced construction professionals, who typically have 2–3 years' relevant industry experience.

Learners should have literacy/numeracy skills which are sufficient for completing reports and compliance documentation.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes, assessment criteria and complying with the relevant literacy and numeracy requirements.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 6 mandatory units and 1 unit from each of the two Optional Groups ie 8 units in total.

Please refer to the list of units for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to generate valid evidence across all units.

How the qualification is assessed

This qualification is internally assessed through a portfolio of evidence generated from the learner's workplace practice and externally quality assured by GQA. Assessment is criterion-referenced and based on achievement of the published learning outcomes and assessment criteria.

All units must be assessed in a work environment, in accordance with the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment: [consolidated-assessment-strategy.pdf](#)

Assessment strategy

Assessment must be planned, conducted and quality assured so that evidence is valid, authentic, sufficient, current and reliable.

Purpose and principles

- **Validity:** evidence must directly relate to the published learning outcomes and assessment criteria, and reflect the level and intent of each unit.
- **Authenticity:** evidence must be the learner's own work and contribution, clearly attributable and confirmed by the learner and assessor.
- **Sufficiency:** there must be enough evidence to support a confident judgement of full achievement.

- Currency: evidence must reflect their current level of competence and active organisational practice.
- Reliability and consistency: assessment decisions must be consistent across assessors and learners through standardisation and quality assurance
- Fairness and accessibility: assessment must provide equal opportunity for all learners, supported by reasonable adjustments where appropriate, without compromising validity.
- Transparency: learners must understand assessment requirements, evidence expectations, feedback processes, and the routes for appeals and complaints.
- Confidentiality and information governance: evidence must be managed securely and redacted/anonymised where required.

Assessment approach

Assessment is criterion-referenced. Learners must meet all learning outcomes and assessment criteria for each unit. The qualification is not graded and is awarded on a Pass/Fail basis.

Assessment may be holistic where this reflects authentic workplace practice, provided evidence is clearly mapped to each unit, learning outcome and assessment criterion.

Evidence must reflect the level of demand of a level 6 qualification.

Permitted forms of evidence

Evidence may include workplace documents, reports, professional discussion, assessor observation, witness testimony, reflective accounts and structured written responses, provided it is valid, appropriate, and can be authenticated.

Centres must ensure the evidence selected is appropriate to the demands of each criterion. Competence-based criteria must be evidenced through workplace practice, while knowledge-based criteria must not rely solely on unsupported claims of activity.

Where workplace documents are used as evidence, centres and learners must ensure that confidential, commercially sensitive or personal data is appropriately redacted/anonymised and that the portfolio makes clear the version of the document used and the learner's specific contribution.

Workplace evidence requirements

Evidence must come from the learner's own workplace that provides sufficient opportunity to meet the qualification requirements. Centres must confirm, through initial assessment and ongoing review, that the learner's role remains suitable.

Evidence control, authenticity and authorship

All evidence must be attributable to the learner. Learners must confirm authenticity, and assessors must take reasonable steps to verify authorship and validity.

Where digital or AI-enabled tools are used, learners remain responsible for the submitted content. Centres must ensure confidentiality is protected and evidence is stored securely in line with centre procedures and GQA requirements.

Malpractice plagiarism and the use of AI tools

Centres must have procedures to prevent, detect and manage malpractice, including plagiarism and the submission of work that is not the learner's own.

If AI tools are used, centres should require learners to declare this and, where necessary, confirm understanding through questioning or professional discussion.

Sufficiency, currency and cross-referencing

Evidence must be sufficient, current and clearly cross-referenced so each assessment criterion can be identified and assessed with confidence.

Recognition of Prior Learning (RPL) may be used only in line with GQA requirements and must not undermine the need to demonstrate current, applied competence.

Simulation

Simulation must not be used unless it is expressly permitted within unit requirements or approved by GQA in accordance with its published policy.

Assessment planning and judgement

Centres must plan assessments so evidence is generated in a valid, manageable and proportionate way. Assessment decisions must be based only on the published requirements and the evidence presented.

Internal quality assurance and standardisation

All assessment decisions must be subject to internal quality assurance. Centres must operate standardisation and IQA arrangements that support valid, reliable and consistent assessment decisions, with appropriate separation between assessment and IQA activity.

External quality assurance

GQA will apply external quality assurance to confirm that centres are assessing and quality assuring the qualification in accordance with its requirements. Operational requirements relating to external quality assurance are set out later in this specification.

Internal assessment

Each learner must produce a portfolio of evidence showing achievement of all learning outcomes and assessment criteria for each unit. Centres must ensure evidence is clearly mapped, assessed and internally quality assured.

Pre-course information

Centres must provide learners with pre-course information covering the qualification, assessment requirements, fees, entry expectations and any required resources.

This must make clear the need to generate evidence from workplace practice, any expected organisational access, and the routes for reasonable adjustments, complaints and appeals.

Initial assessment

All learners must complete an initial assessment before starting the qualification.

Initial assessment must be used to identify prior knowledge, support needs, and access to an appropriate organisational context.

Teaching resources

Teaching materials and resources must be appropriate to the level and requirements of the qualification and reflect current site inspection practice.

Learner registration

Centres must follow GQA procedures for registering learners before assessment begins.

Centres must ensure that registration decisions are made in line with equality legislation and are based on objective evidence from initial assessment, including whether the learner has suitable access and opportunity to generate valid evidence and whether any support or reasonable adjustments are required.

Tutor, assessor and internal quality assurer requirements

All staff involved in delivery, assessment, and IQA must be occupationally competent and experienced enough to support and judge evidence at the required level.

Assessors and internal quality assurers must be occupationally competent in the subject area and familiar with the evidence and judgement demands of this qualification.

Centres must ensure staff competence is reviewed and maintained through continuing professional development (CPD).

Tutors or Trainers

Tutors or trainers who deliver a GQA qualification must possess a teaching qualification appropriate for the level of qualification they deliver.

This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/Med
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training

Assessor

Centre staff who assess a GQA qualification must possess an assessing qualification appropriate for the level of qualification they are delivering, or they should be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor.

Suitable assessor qualifications can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit or qualification specifications.

Assessors are also required to have relevant occupational experience, or qualifications or membership of a professional body to demonstrate they have the required level of experience and knowledge to assess against the set criteria.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for GQA Qualifications must possess or be working towards a relevant IQA qualification. Those working towards an IQA qualification must have their quality assurance decisions countersigned by a qualified internal quality assurer.

This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above.

Centres must ensure appropriate separation between assessment and internal quality assurance activities so that individuals do not internally quality assure their own assessment decisions.

External Quality Assurance

GQA undertakes external quality assurance to ensure that centres comply with qualification requirements and maintain consistent assessment standards.

External quality assurance activities may include:

- review of assessment and internal quality assurance decisions
- sampling of learner evidence
- observation of assessment practice
- interviews with centre staff and learners

External quality assurance ensures that assessment decisions are valid, reliable and consistent across centres.

Centres must provide GQA with access to learner evidence, assessment and internal quality assurance records, staff records and any other documentation reasonably required to support external quality assurance activity. Centres must also address any actions arising from external quality assurance within the timescales set by GQA.

Complaints

Any complaint from a learner, centre, employer or other stakeholder relating to the delivery of this qualification or associated services must be handled in accordance with the relevant GQA Complaints Policy. Centres must also operate their own complaints arrangements and make these available to learners.

Appeals

Learners must have access to a clear and documented appeals process relating to assessment decisions. In the first instance, appeals against assessment decisions must be considered through the centre's own appeals procedure. Where the learner or centre remains dissatisfied, the matter may then be escalated in accordance with the GQA Appeals Policy and procedure.

Reasonable Adjustments and Special Considerations

GQA and its centres must ensure that assessment is accessible in accordance with relevant equality legislation and GQA policy. Reasonable adjustments and special consideration are controlled adjustments to standard assessment arrangements and must be applied in a way that does not compromise the validity, reliability or

comparability of assessment outcomes. Centres must ensure that requests are identified, evidenced, recorded and managed in line with GQA procedures.

RPL

Recognition of Prior Learning (RPL) allows learners to demonstrate that they have already met the requirements of a unit through prior learning or experience.

Centres must ensure that any RPL claims are supported by valid, authentic, sufficient and current evidence.

RPL must not be used where it would undermine the requirement for learners to demonstrate current, applied competence within their organisational context. Centres must operate RPL arrangements in line with GQA requirements and must retain auditable evidence of all RPL decision

4 : Unit content

This section provides details of the structure and content of this qualification.

Units

This section contains details of the full unit content

Unit Name	Monitor project quality in construction		
Unit Number	K/652/0242		
GLH	40	TQT	160
Level:	6	Credit	16
Unit purpose and aim	This unit aims to provide a detailed knowledge of how to actually inspect the project by using the project drawings and specifications to assess the workmanship to the required Quality Standard, using Codes of Practice & British Standards. It also requires the candidate to implement systems of inspection routines, and of progress monitoring. The candidate will also need to implement the recording of failures and non-compliance items and to report these back to persons responsible. It requires the candidate to carry out checks to show that the project complies with current Building Regulations (DDA access, Part L2, etc.) as well as Utilities Regulations (depths of trenches/ connections requirements etc.). It also requires the candidate to provide evidence of assessing what project feedback (e.g. problems with manufacturers' details or material/ suppliers delivery/recording processes) – anything that could be regarded as useful knowledge for future projects.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to monitor project against agreed quality standards	1.1 Identify and clarify quality standards from available information and assist with the interpretation and planning for implementation with people responsible before they start work		
	1.2 Specify, clearly and unambiguously with the people responsible the responsibilities they have for maintaining quality standards		
	1.3 Set up systems for inspecting and controlling the quality of work and record the outcomes		
	1.4 Check, regularly, that work conforms to the design requirements and the specified quality standards		
	1.5 Identify work which fails to meet the requirements and specified quality standards, investigate the circumstances thoroughly and implement corrective action processes		
	1.6 Monitor corrective action and notify decision makers if this is not done within a reasonable time		
	1.7 Inform decision makers regularly about significant variations in quality standards, programme and safety implications and recommend the actions they need to take		
	1.8 Agree amendments to the contract quality standards and record them accurately		
2 Understand how to monitor project against agreed quality standards	2.1 Describe what to identify as quality standards from available information and assist with the interpretation and planning for implementation with people responsible before they start work		
	2.2 Evaluate how to specify, clearly and unambiguously with the people responsible the responsibilities they have for maintaining quality standards		
	2.3 Propose how to set up systems for inspecting and controlling the quality of work and record the outcomes		

	2.4	Explain how to check, regularly, that work conforms to the design requirements and the specified quality standards
	2.5	Describe how to identify work which fails to meet the requirements and specified quality standards, investigate the circumstances thoroughly and implement corrective action processes
	2.6	Examine how to monitor corrective action and notify decision makers if this is not done within a reasonable time
	2.7	Explain how to inform decision makers regularly about significant variations in quality standards programme and safety implications and recommend the actions they need to take
	2.8	How to assist with the interpretation and planning of quality standards
3 Be able to monitor project compliance with legal and statutory requirements	3.1	Identify and clarify legal and statutory requirements from available information, assist with interpretation and planning for implementation with people responsible before they start work
	3.2	Specify, clearly and unambiguously, the responsibilities with people responsible for maintaining legal and statutory requirements
	3.3	Set up monitoring systems for inspecting and controlling the quality of work and record the outcomes
	3.4	Check, regularly, that work conforms to the design requirements and the specified legal and statutory requirements
	3.5	Identify work which fails to meet the project requirements and specified legal and statutory requirements, investigate the circumstances thoroughly and recommend that corrective action is taken
	3.6	Monitor the corrective action taken and notify decision makers if this is not done within a reasonable time
	3.7	Inform decision makers regularly about significant variations in legal and statutory requirements and recommend the actions they need to take
	3.8	Identify any new legal and statutory requirements which may have an impact on the project, summarise the important details and pass these onto decision makers
4 Understand how to monitor project compliance with legal and statutory requirements	4.1	Describe how to identify and clarify legal and statutory requirements from available information, assist with interpretation and planning for implementation with people responsible before they start work
	4.2	Evaluate how to specify clearly and unambiguously, the responsibilities with people responsible for maintaining legal and statutory requirements
	4.3	Propose how to set up monitoring systems for inspecting and controlling the quality of work and recording the outcomes
	4.4	Explain how to check, regularly, that work conforms to the design requirements and the specified legal and statutory requirements
	4.5	Describe how to identify work which fails to meet the project requirements and specified legal and statutory requirements, investigate the circumstances thoroughly and recommend that corrective action is taken
	4.6	Examine how to monitor corrective action taken and notify decision makers if this is not done within a reasonable time
	4.7	Describe how to identify any new legal and statutory requirements which may have an impact on the project, summarise the important details and pass these onto decision makers
	4.8	Explain how to inform decision makers regularly about significant variations in legal and statutory requirements and recommend the actions they need to take
5 Be able to obtain and recommend project feedback information and make improvements	5.1	Promote the value of and make improvements from feedback throughout the project and encourage all those involved in the project to cooperate and obtain feedback information
	5.2	Identify and agree the areas to focus on for making improvements from feedback

	5.3 Obtain, investigate and assess feedback information from all relevant methods and sources
	5.4 Review the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors
	5.5 Recommend improvements from feedback received and justify the recommendations to decision makers
6 Understand how to obtain and recommend project feedback information and make improvements	6.1 Propose how to promote the value of making improvements from feedback throughout the project and encourage all those involved in the project to cooperate and obtain feedback information
	6.2 Describe how to identify and agree the areas to focus on for making improvements from feedback
	6.3 Explain how to obtain, investigate and assess feedback information from all relevant methods and sources
	6.4 Explain how to summarise both positive and negative factors from the feedback information
	6.5 Examine how to review the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors
	6.6 Propose how to recommend improvements from feedback received to decision makers and justify the recommendations to decision makers

Range and Scope

Quality standards:

- statutory requirements
- project drawings and specifications
- British Standards
- international Standards
- Codes of Practice
- organisation standards
- dimensional control criteria

People responsible:

- the client
- contractors
- consultants
- sub-contractors
- suppliers
- workforce

Systems:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- checking manufacturers documentation
- checking delivery notes

Additional information about this unit

- sampling and mock-ups
- test monitoring
- site inspection reports
- contractors' reports
- site meetings
- dimension checks

Work:

- materials and components and their use
- methods of construction
- completed elements

Decisions makers:

- client
- consultants
- line managers

Corrective action:

- instigate contingency action
- restore compliance
- agree waiver

Learning Outcomes 3 and 4**Legal and statutory requirements:**

- building regulations
- environmental Health
- health, safety and welfare
- environment (e.g. noise, dust, transport, emissions, waste management)
- fire
- utilities regulations
- highways
- heritage and ecology
- development licences and building permits
- bylaws
- energy use
- insurance
- security

People responsible:

- the client
- contractors
- consultants
- sub-contractors
- suppliers
- workforce

Monitoring systems:

- visual inspection
- comparison with design requirements
- Additional information about this unit
- comparison with standard documentation
- checking manufacturers' documentation
- checking delivery notes
- sampling
- test monitoring
- site inspection reports
- contractors' reports
- site meetings
- dimension checks

Work:

- materials and components and their use
- methods of construction
- completed elements

- waste management

Corrective action:

- instigate contingency action and restore compliance
- agree waiver

Decisions makers:

- client
- consultants
- line managers

Learning Outcomes 5 and 6

Improvements from feedback:

- working arrangements
- formal and informal communications
- quality control
- design, technical and operational appraisal
- benchmarking and post-project review

Those involved with the project:

- the design team
- specialist consultants
- the client
- contractors
- site inspectorate
- users

Feedback information:

- approved providers
- project documentation
- organisational documentation
- standard details and specifications
- product information
- government and statutory publications

Methods and sources:

- project records and documentation
- Additional information about this unit
- site inspections
- meetings
- reports

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance Evidence

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Record(s) of identified quality standards and specified responsibilities
2. Record(s) of systems for inspection and control which include checks, work failing requirements and corrective action

3. Record(s) of information referred to decision makers about variations in quality standards, programme and safety implications, and agreed amendments to quality standards requirements

Process Evidence:

1. identify work that fails to meet the requirements

Learning Outcome 3

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Record(s) of monitor systems set up which include legal and statutory requirements identified and clarified from available information, identified work that fails to meet requirements and recommended corrective action
2. Record(s) of specifying responsibilities with people responsible for maintaining legal and statutory requirements
3. Record(s) of corrective action taken and of variations in legal and statutory requirements

Process Evidence: not applicable

Learning Outcome 5

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Records of promotion of, and agreement on, obtaining and making improvements from feedback throughout the project
2. Records of obtained feedback information which includes investigation, assessment, review and summary recommendations for improvements

Process Evidence: not applicable

Unit Name	Manage interaction with others in construction		
Unit number	R/652/0263		
GLH	30	TQT	90
Level:	4	Credit	9
Unit Aim	This unit is about the candidate ,organising and managing meetings and ensuring that objectives are met, key responsibilities for establishing and developing working relationships, leading meetings and developing and maintaining good working relationships. This is achieved by communicating information and offering advice about work activities in an appropriate level of detail and manner. It is about clarifying and resolving any conflicts of opinion to maintain good will.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to lead meetings	1.1 Establish the purpose and objectives of the meeting and confirming that a meeting is the best way to achieve these objectives		
	1.2 Prepare carefully how you will lead the meeting and identify who needs to participate		
	1.3 Invite participants, giving them sufficient notice to enable them to attend and state: the importance of the meeting, the role they will be expected to play, and the preparation they need to do		
	1.4 Circulate relevant information in advance and, if required, brief participants individually on the context and purpose of the meeting and their roles		
	1.5 Set a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item		
	1.6 State the purpose of the meeting at the start and check that all participants understand why they are present		
	1.7 Clarify specific objectives at the beginning of each agenda item		
	1.8 Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants		
	1.9 Discourage unhelpful comments and digressions, refocus attention on the objectives of the meeting		
	1.10 Manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda		
	1.11 Summarise the discussion at appropriate times and allocating action points to participants at the end of each agenda item		
	1.12 Take decisions within the meeting's authority, remit or terms of reference		
	1.13 Observe any formal procedures or standing orders that apply to the meeting		
	1.14 Check that decisions and action points are accurately recorded and promptly communicated to those who need to know		
	1.15 Evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective		
2 Understand how to lead meetings	2.1 Explain how to establish the purpose and objectives of the meeting and confirming that a meeting is the best way to achieve these objectives		
	2.2 Explain how to prepare carefully how you will lead the meeting and identify who needs to participate		
	2.3 Explain how to invite participants, giving them sufficient notice to enable them to attend and state: the importance of the meeting, the role they will be expected to play, and the preparation they need to do		

	2.4	Explain how to circulate relevant information in advance and, if required, brief participants individually on the context and purpose of the meeting and their roles
	2.5	Explain how to set a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item
	2.6	Explain how to state the purpose of the meeting at the start and check that all participants understand why they are present
	2.7	Explain how to clarify specific objectives at the beginning of each agenda item
	2.8	Explain how to encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants
	2.9	Explain how to discourage unhelpful comments and digressions, refocus attention on the objectives of the meeting
	2.10	Describe how to manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda
	2.11	Explain how to summarise the discussion at appropriate times and allocating action points to participants at the end of each agenda item
	2.12	Explain how to take decisions within the meeting's authority, remit or terms of reference
	2.13	Explain how to observe any formal procedures or standing orders that apply to the meeting
	2.14	Explain how to check that decisions and action points are accurately recorded and promptly communicated to those who need to know
	2.15	Evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective
3 Be able to develop and maintain relationships with people who are affected by your work	3.1	Develop, maintain and encourage working relationships with people which promote goodwill and trust
	3.2	Inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency
	3.3	Offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments
	3.4	Present proposals for action clearly to people at an appropriate time and with the right level of detail for the circumstances, expenditure and risk involved
	3.5	Clarify with people objections to proposals and suggest alternative proposals
	3.6	Resolve conflicts and differences of opinion in ways which minimise offence and which maintain goodwill, trust and respect
4 Understand how to develop and maintain relationships with people who are affected by your work	4.1	Explain how to develop, maintain and encourage working relationships with people which promote goodwill and trust
	4.2	Explain how to inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency
	4.3	Propose how to offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments
	4.4	Explain how to Present proposals for action clearly to people at an appropriate time and with the right level of detail for the circumstances, expenditure and risk involved
	4.5	Explain how to clarify with people objections to proposals
	4.6	Propose how to resolve conflicts and differences of opinion in ways which minimise offence and which maintain goodwill, trust and respect

Range and Scope

Learning Outcomes 3 and 4

Working relationships:

- formal
- informal

People:

- clients and customers
- employers
- employees
- statutory and regulatory bodies
- users and community groups
- contractors
- consultants
- partners
- general public
- suppliers of products and services
- non-English speakers

Promote goodwill and trust:

- demonstrating a duty of care
- ethical relationships
- professional independence
- honouring promises and undertakings
- honest relationships
- constructive relationships
- equal opportunities

Informing, offering advice, presenting and clarifying:

- orally
- in writing
- using graphics
- electronically
- progress
- results
- achievements
- potential problems
- risks
- opportunities

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance Evidence

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1

Process Evidence: not applicable

Learning Outcome 3

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Information and advice provided about work activities
2. Proposal(s) presented, including clarification and alternatives offered

Process Evidence:

1. Information, advice and presentations

Unit Name	Practise in a professional manner in construction		
Unit number	M/652/0262		
GLH	39	TQT	130
Level:	6	Credit	13
Unit Aim	This unit is about obtaining and evaluating information which is sufficiently detailed for the purpose, and presenting it in an appropriate manner. The candidate will be able to present clear, accurate and valid technical recommendations. Following recognised good practice, they will need to make ethical judgments and offer advice which balances the needs of the organisation, its clients and society. The candidate will need to make judgements and offer advice which balances the needs of the client, the resources available and the needs of the people in the community, identifying ethical standards (including health and safety) and any conflicts of interest. The candidate should identify where complex, indeterminate situations exist, assessing the validity and completeness of the available information, analysing the information and drawing valid and justifiable conclusions. The candidate should reflect on the conclusions and interpret them into detailed issues that enable known opportunities and solutions to be identified and utilised for establishing policy. It also reflects the skills that the candidate will need to ensure that they keep on developing professionally through Continuous Professional Development.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to communicate technical information	1.1 Obtain technical information which is sufficiently detailed for the technical issues for which it is to be used		
	1.2 Provide technical information, which is complete, summarised accurately and clearly relevant to technical issues		
	1.3 Present technical information for different purposes using a style of communication which is appropriate to the ability, knowledge, understanding and disposition of the people receiving technical information		
	1.4 Give technical information which is likely to be understood by the people who will follow it		
	1.5 Adapt and modify technical information where people are having difficulties in understanding it		
	1.6 Present technical recommendations which are clear, accurate and valid, and which represent the best advice possible given the information and resources available		
2 Understand how to communicate technical information	2.1 Explain how to obtain technical information which is sufficiently detailed for the technical issues for which it is to be used		
	2.2 Explain how to provide technical information, which is complete, summarised accurately and clearly relevant to technical issues		
	2.3 Explain how to present technical information for different purposes use a style of communication which is appropriate to the ability, knowledge, understanding and disposition of the people receiving technical information		
	2.4 Explain how to give technical information which is likely to be understood by the people who will follow it		
	2.5 Explain how to adapt and modify technical information where people are having difficulties in understanding it		
	2.6 Explain how to present technical recommendations which are clear, accurate and valid, and which represent the best advice possible given the information and resources available		

3 Be able to identify, analyse and resolve indeterminate situations	3.1	Identify where indeterminate and non-standard situations exist, estimating their effects realistically and summarise the issues for the people who are affected and concerned
	3.2	Assess the accuracy and completeness of the information available, identify any significant gaps and obtain enough additional information
	3.3	Identify, request and analyse appropriate tests to collect information which cannot be obtained directly
	3.4	Analyse the different perceptions of situations and interpret them into detailed issues that enable known opportunities and solutions to be identified and the way forward resolved
	3.5	Apply aids and techniques which increase the reliability of the decisions and judgements
	3.6	Propose, record and justify, using clear criteria and reasoned arguments, ethical decisions which are likely to resolve the situation with the least disruption and risk
4 Understand how to identify, analyse and resolve indeterminate situations	4.1	Describe how to identify where indeterminate and non-standard situations exist, estimate their effects realistically and summarise the issues for the people who are affected and concerned
	4.2	Examine how to assess the accuracy and completeness of the information available, identify any significant gaps and obtain enough additional information
	4.3	Describe how to identify, request and analyse appropriate tests to collect information which cannot be obtained directly
	4.4	Examine how to analyse and interpret the different perceptions of situations and interpret them into detailed issues that enable known opportunities and solutions to be identified and the way forward resolved
	4.5	How to propose, record and justify, using clear criteria ethical decisions which are likely to solve the situation with the least disruption and risk
	4.6	Explain how to apply aids and techniques which increase the reliability of the decisions and judgments
5 Be able to operate within standards	5.1	Make decisions and offer advice which balance the needs of the client, the resources available and the needs of people in the community who are directly and indirectly affected
	5.2	Take clear and unequivocal personal responsibility for personal decisions
	5.3	Disclose information obtained from clients only to those who have a legitimate right to receive it
	5.4	Communicate with clients in a style and manner which maintains professional independence and maximises goodwill and trust
	5.5	Define and agree the work practices and the expectations of the people involved in contracts
	5.6	Operate within agreed working practices and systems which conform to legal requirements, ethical standards and recognised good practice
6 Understand how to operate within standards	6.1	Evaluate how to make decisions and offer advice which balances the needs of the client, the resources available and the needs of people in the community who are directly and indirectly affected
	6.2	Explain how to take clear and unequivocal personal responsibility for personal decisions
	6.3	Explain how to disclose information obtained from clients only to those who have a legitimate right to receive it
	6.4	Explain how to communicate with clients in a style and manner which maintains professional independence

	6.5	Evaluate how to define and agree the working practices and the expectations of the people involved in contracts
	6.6	Explain how to operate within agreed working practices and systems which conform to legal requirements, ethical standards and recognised good practice
7 Be able to undertake personal development in the occupational practice area	7.1	Define the personal aims and objectives for undertaking personal development
	7.2	Identify and contact sources of support and guidance for undertaking personal development
	7.3	Identify and select relevant standards of competence against which personal development can be measured
	7.4	Analyse the current personal level of performance against the identified standards of competence framework and record a profile of present competence and personal development needs
	7.5	Prepare a development plan for achieving identified development needs
	7.6	Undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities
	7.7	Measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence
	7.8	Review the cycle of personal development aims and objectives and revise and update them to suit changing circumstances
8 Understand how to undertake personal development in the occupational practice area	8.1	Understand how to undertake personal development in the occupational practice area
	8.2	Describe how to identify and contact sources of support and guidance for undertaking personal development
	8.3	Describe what to identify and select relevant standards of competence against which personal development can be measured
	8.4	Examine how to analyse the current personal level of performance against the identified standards of competence frameworks and record a profile of present competence and personal development needs
	8.5	Explain how to prepare a development plan for achieving identified development needs
	8.6	Evaluate how to undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities
	8.7	Explain how to measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence
	8.8	Examine how to review the cycle of personal development aims and objectives and revise and update them to suit changing circumstances

Range and Scope

Learning Outcomes 1 and 2

Obtaining technical information:

- using proactive and open methods
- using discussion
- using questioning
- showing sensitivity to feedback

Technical information:

- sharing experience
- giving instructions
- making decisions

- increasing understanding
- proposing a solution
- expert testimony to legally constituted bodies
- facilitation

Presenting:

- orally
- in writing
- graphically
- electronically

People receiving technical information:

- name and other related occupations
- clients and customers
- technical and non-technical team members
- craftspeople and operatives
- senior and junior colleagues
- members of the public
- government agencies
- non-English speakers

Giving technical information

- including critical points
- reasoning behind critical points
- using clear language
- dealing with confrontation
- negotiation and dispute resolution

Adapting and modifying technical information using:

- drawings and diagrams
- analogy, metaphors and examples

Technical recommendations include:

- realistic estimates of the implications of alternatives which have been considered
- clear descriptions of the information sources consulted
- the analysis techniques applied
- the criteria used for making evaluations and reaching justifiable conclusions

Learning Outcomes 3 and 4

Information - sources:

- project information
- own experience and practice
- manual and electronic information systems (e.g. libraries, technical journals, databases)
- other colleagues and specialists

Tests:

- site investigation
- physical surveys
- materials and systems tests

- laboratory analysis
- examination of compliance with statutory, health and safety, environmental and other ruling constraints

Analysing the different perceptions of situations:

- information and perceptions from previous cases
- similarities between previous cases and the current situation
- the outcomes required
- known and anticipated limitations
- known and anticipated opportunities

Aids and Techniques

- official guidance
- experts
- precedent
- SWOT analysis (strengths, weaknesses, opportunities and threats)

Criteria:

- the interests of the stakeholders
- legal
- conformity with recognised good practice
- based on up to date information
- cost-effectiveness
- resources
- safety
- return to operational state
- SWOT analysis (strengths, weaknesses, opportunities and threats)

Learning Outcomes 5 and 6

Systems:

- indemnity insurance
- guarantees
- contract conditions
- bonds

Recognised ethical standards:

- ethical codes of practice within the occupation or discipline
- statute law
- voluntary codes of practice
- duty of care
- conflicts of interest
-

Learning Outcomes 7 and 8

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 competence
- commitment to vocational excellence

Sources of support and guidance:

- national/industry bodies
- professional institutions
- education and training providers
- in house
- national occupational standards
- current publications (printed & on-line)

Standards of competence:

- job descriptions
- professional institution requirements
- industry national occupational standards

Development plan includes:

- objectives
- priorities
- target dates
- development activities

Development activities:

- formal course
- research
- work experience
- personal study

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

Performance Evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Technical information provided, including technical information obtained in significant detail which has been modified and adapted
2. Record(s) of technical information
3. Record(s) of technical recommendations

Process Evidence:

1. Presenting technical information and recommendations

Learning Outcome 3

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Assessment(s) and summary(ies) of situations and information obtained which include estimates of effects
2. Analysis(es) of test results
3. Records of analyses of situations which include different perceptions, interpretation of issues, applied aids and techniques
4. Record(s) of ethical decisions which have been proposed, recorded and justified which include criteria used

Process Evidence: not applicable

Learning Outcome 5

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Records of agreed working practices and systems which include conformance to legal requirements, ethical standards and recognised good practice
2. Record(s) of balanced decisions, advice and personal decisions

Process Evidence: not applicable

Learning Outcome 7

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Record(s) of personal development aim and objectives which include sources of support and guidance, selected standards of competence and reviews and updating
2. Profile(s) of present competence identified against standards of competence
3. Record(s) of developed progress achievement and evidence of competence identified against standards of competence

Process Evidence: not applicable

Unit Name	Set up and manage technical information systems in construction		
Unit Number	T/652/0264		
GLH	30	TQT	100
Level	4	Credit	10
Unit Aims	This Unit is about selecting and managing technical information storage systems. It is about defining procedures for selecting, classifying and recording information. It is also about defining and agreeing on methods for control and access to the information. It is about collating, organising and referencing information so that it can be retrieved when needed. It is about maintaining the information systems and identifying, summarising and disseminating information which might be of use to others.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to set up technical information storage systems	1.1	Confirm the requirements for technical information storage systems	
	1.2	Identify the types of technical information storage systems which are available, evaluate them against the defined requirements and select those which are suitable	
	1.3	Define and apply valid procedures for obtaining, selecting, classifying and recording information	
	1.4	Record information accurately and store it using the agreed procedures	
	1.5	Define and agree methods for control and access which make the best use of the technical information storage system and maintain its confidentiality	
2 Understand how to set up technical information storage systems	2.1	Explain how to confirm the requirements for technical information storage systems	
	2.2	Describe how to identify the types of technical information storage systems which are available, evaluate them against the defined requirements and select those which are suitable	
	2.3	Evaluate how to define and apply valid procedures for obtaining, selecting, classifying and recording information	
	2.4	Explain how to record and store information accurately and store it using the agreed procedures	
	2.5	Evaluate how to define and agree methods for control and access which make the best use of the technical information storage system and maintain its confidentiality	
3 Be able to manage technical information storage systems	3.1	Collate information and organise it into a suitable form for display and use	
	3.2	Reference stored information so that it can be quickly identified and retrieved when needed	
	3.3	Advise and offer guidance to people who are unable to find the information they need and suggest alternative sources	
	3.4	Set up and operate appropriate and valid procedures for maintaining technical information system, by removing information which is not needed and archive redundant information	
	3.5	Identify, summarise and disseminate information which might be of use to others	
4 Understand how to manage technical information storage systems	4.1	Explain how to collate information and organise it into a suitable form for display and use	
	4.2	Explain how to reference stored information so that it can be quickly identified and retrieved when needed	
	4.3	Propose how to advise and offer guidance to people who are unable to find the information they need, and suggest alternative sources of information	

- | | |
|--|--|
| | 4.4 Propose how to set up and operate valid procedures for maintaining technical information systems, removing information which is not needed and archiving redundant information |
| | 4.5 Describe how to identify, summarise and disseminate information which might be of use to others |

Range and scope

Learning Outcomes 1 and 2

Requirements:

- scope and contents
- size
- users
- budget
- operation
- maintenance
- classification system
- legal controls (including Data Protection Act, patents, regulations, copyright law)

Technical information storage systems:

- paper based (e.g. manual files, technical library)
- photo reduced (e.g. microfiche)
- electronic (e.g. computer database, CD ROM, online)

Types of information

- approved providers
- contract documentation
- standard drawings
- specifications
- technical books
- product information
- government and statutory publications
- research and advisory data
- reports
- samples
- project documentation
- organisational documentation (e.g. pro forma)

Use of the technical information storage system:

- technical reference
- current record
- archive record
-

Learning Outcomes 3 and 4

Information:

- approved providers
- contract documentation
- standard drawings
- specifications
- technical books
- product information
- government and statutory publications
- research and advisory data
- reports

- samples
- project documentation
- organisational documentation (e.g. pro forma)

Use (of information):

- technical reference
- current record
- archive record

Technical information systems:

- paper based (e.g. manual files, technical library)
- photo reduced (e.g. microfiche)
- electronic (e.g. computer database, CD ROM, online)

Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria across the scope/range. There must be workplace evidence against each performance criterion.

Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion.

Learning Outcome 1

Product Evidence: The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

- (1) Technical information storage systems which include defined requirements, evaluations and selection
- (2) Records of procedures for obtaining, selecting, classifying and recording information
- (3) Record(s) of methods for control and access for the best use of technical information storage systems which have been agreed Simulations are not considered to be acceptable for producing this evidence. Process Evidence: None applicable

Learning outcomes 3

Product Evidence: The candidate must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/ critical to demonstrating competence

- (1) Record(s) of information which has been referenced and stored
- (2) Record(s) of advice and guidance offered
- (3) Record(s) of procedures set up for maintaining technical information systems
- (4) Record(s) of disseminated information Simulations are not considered to be acceptable for producing this evidence.

Process Evidence: None applicable

Unit Name	Verify and maintain systems for managing site health, safety and welfare in construction		
Unit Number	Y/652/0265		
GLH	40	TQT	110
Level	4	Credit	11
Unit Aim	This unit covers the key responsibilities for maintaining a healthy, safe and productive work environment, with risks minimised. It is concerned with identifying hazards and risks and maintaining policies to reduce risks. It is also about taking steps to maintain a healthy, safe and productive work environment which meets legal and organisational requirements. It is about encouraging a culture of health, safety and welfare on site. It is also about ensuring that personnel are aware of their responsibilities and have access to necessary equipment and resources for safe welfare and safe and healthy working.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to verify systems for managing site health, safety and welfare	1.1	Verify that adequate site health, safety and welfare policies and systems which meet organisational and statutory requirements are in place	
	1.2	Verify health, safety and welfare responsibilities allocated to people which are consistent with current statutory requirements and the specific project requirements	
	1.3	Verify that accurate statutory notices and hazard warnings are posted which are appropriate to construction operations and the project environment	
	1.4	Verify that health, safety and welfare equipment and resources which meet the project, contractual and statutory requirements are available	
	1.5	Verify that appropriate and sufficient qualified first aiders are available	
	1.6	Notify those responsible where aspects of non-compliance are identified	
2 Understand how to verify systems for managing site health, safety and welfare	2.1	Examine how to verify that adequate site health, safety and welfare policies and systems which meet organisational and statutory requirements are in place	
	2.2	Examine how to verify that health, safety and welfare responsibilities are allocated to people which are consistent with current statutory requirements and the specific project requirements	
	2.3	Examine how to verify that accurate statutory notices and hazard warnings are posted which are appropriate to construction operations and the project environment	
	2.4	Examine how to verify that health, safety and welfare equipment and resources which meet the project, contractual and statutory requirements are available	
	2.5	Examine how to verify that appropriate and sufficient qualified first aiders are available	
	2.6	Explain how to notify those responsible where aspects of non-compliance are identified	
3 Be able to maintain systems for managing site health, safety and welfare	3.1	Encourage a culture of health, safety and welfare on site and identify and recommend opportunities for improving the health and safety of the work environment	
	3.2	Verify that accurate and appropriate statutory notices and hazard warnings are maintained	
	3.3	Verify that health, safety and welfare equipment, resources and inductions are correctly used and maintained to meet the project and statutory requirements	
	3.4	Verify that systems are in place which meet project and statutory requirements	
	3.5	Notify those responsible where aspects of non-compliance are identified	

4 Understand how to maintain systems for managing site health, safety and welfare	4.1 Explain how to encourage a culture of health, safety and welfare on site and identify and recommend opportunities for improving the health and safety of the work environment
	4.2 Examine how to verify that accurate and appropriate statutory notices and hazard warnings are maintained
	4.3 Examine how to verify that health, safety and welfare equipment, resources and inductions are correctly used and maintained to meet the project and statutory requirements
	4.4 Examine how to verify that systems are in place which meet project and statutory requirements
	4.5 Explain how to notify those responsible where aspects of non-compliance are identified

Range and Scope

Learning Outcomes 1 and 2

Organisational and statutory requirements:

- construction specific health, safety and welfare regulations
- general health, safety and welfare legislation
- recognised Industry Codes of Practice
- organisational procedures
- safety audit

Specific project requirements:

- contract
- organisational policy
- site, construction and installation operations
- risk assessments
- demolition
- control of nuisance (e.g. noise, dust transport)
- language
- waste management

Statutory notices:

- prescribed notices
- certificates
- certificates of Insurance
- site safety signs

Health, safety and welfare equipment and resources:

- protective clothing
- protective equipment
- first aid facilities
- welfare facilities
- storage and security of materials and equipment
- accident and incident reporting
- firefighting equipment
- provision of site induction and health, safety and welfare training

Learning Outcomes 3 and 4

Statutory notices:

- prescribed notices
- certificates
- Certificate of Insurance
- site safety signs

Health, safety and welfare equipment and resources:

- protective clothing
- protective equipment
- first aid facilities and arrangements
- welfare facilities
- storage, security and disposal of materials and equipment ○ accident and incident reporting
- firefighting 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 and statutory requirements:

- construction specific health, safety and welfare regulations
- general health, safety and welfare legislation
- recognised Industry Codes of Practice
- organisational procedures
- safety audit
- identifying hazards
- reducing associated risk
- reporting accidents and incidents and preventing recurrence
- identify, record and report any special site condition
- situations which do not comply with regulations

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance Evidence

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Record(s) of site health, safety and welfare policies and systems
2. Record(s) of site health, safety and welfare arrangements which include allocated responsibilities, posting of statutory notices and hazard warnings, allocated equipment and resources and first aiders

Process Evidence: not applicable

Learning Outcome 3

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Record(s) of monitoring the health, safety and welfare of people on site which include encouraging the culture and recommending opportunities for improvement

2. Record(s) of implemented and maintained systems which include statutory notices and hazard warnings, equipment, resources and inductions

Process Evidence:

1. Monitoring of the health, safety and welfare on site which includes encouraging the culture and recommending opportunities for improvement

Unit Name	Mange project progress and handover in construction		
Unit Number	A/652/0266		
GLH	40	TQT	130
Level	6	Credit	13
Unit Aim	This unit requires the demonstration of how to use programmes (Client's or Main Contractor's) and how to assess the overall progress of a project against the given programme and reporting back to the people responsible. This report can include evidence of visual inspections on site, from contractors' records or notes contained within the Site Diary. It is about monitoring work and justifying the issuing of notices, including compliance notices. It is also about the recognition of what constitutes a handover package for the people taking over and working with the completed project. The candidate will need to confirm any stakeholder concerns at the time of handover and record and agree any required actions. The candidate will record information produced during the design, construction and installation. The candidate will also need to ensure that information is assembled, and operational documentation, equipment and services are handed over in accordance with the contract via the site periodic report.		
Learning outcomes <i>The learner will be able to:</i>		Assessment criteria <i>The learner can:</i>	
1 Be able to manage project progress against agreed programmes		1.1	Develop and implement systems to monitor and record the progress of the contract against the agreed programmes
		1.2	Collect progress information regularly and summarise it accurately for decision makers
		1.3	Identify inadequately and inappropriately specified resources and inform decision makers
		1.4	Identify and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme
		1.5	Identify and recommend corrective action and notify decision makers if it is not done in a reasonable time
2 Understand how to manage project progress against agreed programmes		2.1	Propose how to develop and implement systems to monitor and record the progress of the contract against the agreed programmes
		2.2	Explain how to collect progress information regularly and summarise it accurately for decision makers
		2.3	Explain how to identify inadequately and inappropriately specified resources and inform decision makers
		2.4	Describe how to identify and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme
		2.5	Describe how to identify and recommend corrective action and notify decision makers if it is not done in a reasonable time
3 Be able to prepare and issue certification for project requirements		3.1	Monitor all the relevant documents needed for certification, verify them against the project requirements and record any variations
		3.2	Inspect and verify work against the project requirements and record any variations
		3.3	Verify that appropriate certificates and notices are issued in accordance with the terms of the contract requirements and within the time agreed
		3.4	Justify and support certification decisions with valid evidence
		3.5	Check that the people responsible are complying with certificates and notices and the project requirements and notify decision makers in cases of non-compliance

4 Understand how to prepare and issue certification for project requirements	4.1	Examine how to monitor and verify all the relevant documents needed for certification and record any variations
	4.2	Examine how to inspect and verify work against the project requirements and record any variations
	4.3	Examine how to verify that appropriate certificates and notices are issued in accordance with the terms of the contract requirements and within the time agreed
	4.4	Evaluate, justify and support certification decisions with valid evidence
	4.5	Explain how to check that the people responsible are complying with certificates, notices, the project requirements and notify decision makers in cases of non-compliance
5 Be able to confirm project handover	5.1	Confirm project requirements, consult with stakeholders, and confirm and agree a commissioning programme
	5.2	Check that project requirements have been met and record outstanding work and defects
	5.3	Ensure that commissioning inspections and tests that require certification are witnessed by stakeholders as required
	5.4	Identify and arrange for the satisfactory completion of any outstanding work
	5.5	Confirm any stakeholder concerns that arise that need to be addressed at project handover and record and agree any required actions
	5.6	Ensure that stakeholders respective responsibilities are adopted
	5.7	Record the most recent information produced during design, construction, and installation, which can be used for guidance about operation and maintenance
	5.8	Ensure that information is assembled, and that operational documentation, equipment and services are handed over in accordance with the contract
6 Understand how to confirm project handover	6.1	Explain how to confirm project requirements and consult with stakeholders and confirm and agree a commissioning programme
	6.2	Explain how to check that project requirements have been met and record outstanding work and defects
	6.3	Explain how to ensure that commissioning inspections and tests that require certification are witnessed by stakeholders as required
	6.4	Describe how to identify and arrange for the satisfactory completion of any outstanding work
	6.5	Explain how to ensure that information is assembled, and that operational documentation, equipment and services are handed over in accordance with the contract
	6.6	Explain how to confirm any stakeholder concerns that arise that need to be addressed at project handover and record any required actions
	6.7	Explain how to ensure that stakeholders' respective responsibilities are adopted
	6.8	Explain how to record the most recent information produced during design, construction, and installation, which can be used for guidance about operation and maintenance

Range and Scope

Learning Outcomes 1 and 2

Systems to monitor and record:

- visual inspection
- resource records
- site inspection reports
- contractors' reports

- quantities data
- written, graphical and electronic records of actual work against programmed work
- site meeting records
- management reports
- organisational procedures
- comparison with project requirements

Programmes:

- bar charts
- gantt chart
- network analysis
- critical path
- action lists
- method statements

Resources:

- people
- plant and equipment
- materials and components
- finance
- time
- specialist services
- public utility services
- information

Decisions makers

- client
- consultants
- main contractors

Deviations:

- resource shortages
- design problems and constraints
- industrial disputes
- lack of essential construction and client information
- construction errors
- inclement weather
- physical constraints
- legal
- social
- environmental
- contract variations
-

Corrective action:

- restore progress in accordance with agreed programme ○ agree new completion dates
- secure additional resources
- alter planned work

Learning Outcomes 3 and 4

Documents - relating to:

- contract criteria
- costs

- quantity
- quality
- progress
- as built data

People responsible:

- the client
- contractor
- consultants
- sub-contractors
- suppliers

Certificates and notices:

- non-conformance
- dayworks
- Schedule of Defects
- Making Good Defects

Decisions makers

- client
- consultants
- line managers

Learning Outcomes 5 and 6

Project requirements:

- time
- quality
- cost
- health and safety
- regulations
- sustainability
- defects rectification period

Stakeholders:

- clients
- users
- consultants
- contractors
- regulatory authorities

Responsibilities:

- insurances
- security
- operations
- health and safety
- utility supply
- environmental sustainability

Information:

- record drawings

- schedules
- specifications
- contract records
- photographs
- trade literature
- statutory consents
- commissioning and test certificates
- operating instructions and performance ratings
- guarantees
- warranties
- Health and Safety File

Operational documentation, equipment and services:

- manuals and guidance materials
- plans
- Health and Safety File
- operating equipment
- security information and equipment
- guarantees and warranties
- commissioning and test certificates

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance Evidence

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Progress monitoring and recording system(s) including record(s) which include collected and summarised progress information
2. Record(s) of identified and quantified deviation(s) which include identified inadequate and inappropriate specified resources and recommended corrective action

Process Evidence: not applicable

Learning Outcome 3

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Record(s) of the monitor of documents for certification including inspections of work and also record(s) of variations
2. Records of verifications of certificates and notices issued including support for decisions
3. Record(s) of checks and notifications of any non-compliance

Process Evidence: not applicable

Learning Outcome 5

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Record(s) of commissioning programmes
2. Record (s) of checks on project requirements, certification requirements, and completion of outstanding work and defects
3. Record(s) of handover which include inspections, confirmed concerns and actions, adopted responsibilities, documentation, equipment, and services

Process Evidence: not applicable

Unit Title	Confirm and report on property condition in construction		
Unit Number	K/652/0260		
GLH	40	TQT	160
Level:	6	Credit	16
Unit Aim	This unit is concerned with undertaking condition inspections, managing health and safety in relation to inspections, and presenting your reports. Candidates must be able to confirm the scope of the work, organise what they need to do to carry out inspections, confirm levels and types of professional support required, obtain the necessary permissions, make necessary observations and physical measurements and record the results. It is about collating the results of the survey and presenting them in a report. Candidates must be able to demonstrate their analytical and report writing skills, and their technical judgement (both quantitative and qualitative). The report will also include an analysis of actual and potential causes of failure and deterioration and their implications and consequences. Candidates are also required to maintain records which conform to professional, organisational and statutory requirements.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to confirm condition of property	1.1 Identify the purpose of the inspection, evaluating available data and obtain the equipment and resources and specialist advice that will be needed		
	1.2 Identify and confirm the levels and types of professional support which will be needed and brief advisers with clear and accurate summaries of the information available		
	1.3 Check and confirm, before starting the inspection, that people who will be affected have given their permission		
	1.4 Identify and manage personal health and safety risks relating to inspections		
	1.5 Take accurate observations and measurements of parts and characteristics of the property which are necessary for the purpose of the inspection and record them clearly, accurately and completely using agreed formats and organisational conventions		
	1.6 Identify gaps in information, obtain and evaluate additional data needed about the property and its use		
	1.7 Investigate inconsistencies between observations and expected findings		
	1.8 Examine actual and potential causes of failure and deterioration and assess condition		
	1.9 Check that the property conforms to statutory requirements and identify and record parts that do not and circulate the findings to people who have an interest		
2 Understand how to confirm condition of property	2.1 Describe what to identify as the purpose of the inspection, evaluating available data and obtain the equipment and resources and specialist advice that will be needed		
	2.2 Describe how to identify and confirm the levels and types of professional support which will be needed and brief advisers with clear and accurate summaries of the information available		
	2.3 Explain how to check and confirm, before starting the inspection, that people who will be affected have given their permission		

	2.4	Describe how to identify and manage personal health and safety risks relating to inspections
	2.5	Explain how to take accurate observations and measurements of parts and characteristics of the property which are necessary for the purpose of the inspection and record them clearly, accurately and completely using agreed formats and organisational conventions
	2.6	Describe how to identify gaps in information and obtain and evaluate additional data needed about the property and its use
	2.7	Explain how to investigate inconsistencies between observations and expected findings
	2.8	Describe actual and potential causes of failure and deterioration and assess condition
	2.9	Check that the property conforms to statutory requirements and identify and record parts that do not and circulate the findings to people who have an interest
3 Be able to prepare and present property condition reports	3.1	Assemble and collate information on the condition of property
	3.2	Analyse all relevant evidence and information using appropriate methods and techniques and make a realistic assessment of condition which meet the requirements of codes of practice and legislation
	3.3	Analyse and identify causes of failure and deterioration and the implications and consequences
	3.4	Prepare and submit a report which is accurate, complete, clearly specifies the level of condition, and contains all relevant information
	3.5	Clarify and justify findings and explain clearly instances where and why accurate inspection and measurement has not been possible
	3.6	Maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements
4 Understand how to prepare and present property condition reports	4.1	Explain how to assemble and collate information on the condition of property
	4.2	Examine how to analyse all relevant evidence and information using appropriate methods and techniques and make a realistic assessment of condition which meet the requirements of codes of practice and legislation
	4.3	Examine how to analyse and identify causes of failure and deterioration and the implications and consequences
	4.4	Explain how to maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements
	4.5	Explain how to prepare and submit a report which is accurate, complete, clearly specifies the level of condition, and contains all relevant information
	4.6	Explain how to clarify and justify findings and explain clearly instances where and why accurate inspection and measurement has not been possible

Range and Scope

Learning Outcomes 1 and 2

Sources:

- the client
- land registry
- local search
- tenants
- existing surveys/inspections
- legal documents
- historical

- occupiers
- local authority records

Health and safety risks:

- falls from height
- slips, trips and falls
- hit by falling or moving objects
- manual handling
- health issues
- power sources
- hazardous substances
- trapped by something collapsing or overturning
- confined spaces
- fire
- obstructions
- moving vehicles
- water
- security breaches
- sector or context specific

Parts:

- structure
- fabric
- services
- building environment and functional factors
- energy efficiency (thermal insulation, heating, ventilation)

Characteristics:

- age
- type
- construction
- size
- heritage status

Learning Outcomes 3 and 4

Information - sources:

- the client
- land registry
- local search
- tenants
- occupiers
- survey data
- local authorities
- industry standards and legislation
- published technical data
- inspection observations and measurements
- advice from specialists

Analytical methods and techniques:

- comparison
- quantitative
- qualitative
- risk assessment

Level of condition:

- age, type, construction size & heritage status
- condition rating
- energy efficiency
- susceptibility to damage
- safety requirements
- need to inhibit deterioration
- meet minimum legal standards
- suspected concealed defects

Relevant information:

- meets relevant Codes of Practice and standards
- recommended remedial work and estimated costs
- any qualifying factors
- specialist reports
- need for further investigation

Taken as a whole, the evidence must show that the Learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance Evidence

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1

Product Evidence: The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Evaluation(s) of available and additional data
2. Record(s) of inspection(s) which include equipment, resources and levels of professional support and advice obtained, permissions, observations and measurements, agreed formats and conventions
3. Record(s) of investigation(s) of inconsistencies with expected findings
4. Record(s) of parts of the property that do not conform to statutory requirements

Process Evidence: not applicable

Learning Outcome 3

Product Evidence: The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and

key/critical to demonstrating competence

1. Report which includes collated information use appropriate methods and techniques, analysed evidence, identified causes of failure and deterioration, implications and consequences, specified level of condition, clarification and explanations
2. Internal record(s)

Process Evidence: not applicable

Unit Name	Monitor Test Processes in Construction		
Unit Number	L/652/0261		
GLH	40	TQT	140
Level:	6	Credit	14
Unit Aim	This unit is about identifying and confirming test types and ensuring that they are consistent with contract and legal requirements. The candidate will need to consult with experts as required, obtain authority to carry out testing and confirm that suitable quality assurance standards and safety requirements are in place. It is about monitoring and recording tests to ensure that accuracy is maintained, equipment is calibrated and samples are statistically sound. It is also about ensuring that data is communicated to those who need it. It is about collating the data from tests and checking it for accuracy and processing and analysing it against test requirements. It is about interpreting the data and communicating it to users.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to confirm test requirements	1.1 Identify and confirm test types and ensuring that they are consistent with the environment, contract and also legal requirements and recognise any concerns raised by the public		
	1.2 Consult with experts when specialist information is needed which is relevant to the test		
	1.3 Ask for and obtain authority to carry out the test from people who might be affected and from any legal authorities who have to be notified		
	1.4 Confirm suitable quality assurance standards and safety requirements		
2 Understand how to confirm test requirements	2.1 Describe how to identify and confirm test types and ensure that they are consistent with the environment, contract and also legal requirements and recognise any concerns raised by the public		
	2.2 Explain how to consult with experts when specialist information is needed which is relevant to the test		
	2.3 Explain how to ask for and obtain authority to carry out the test from people who might be affected and from any legal authorities who have to be notified		
	2.4 Explain how to confirm suitable standards of quality assurance and safety requirements		
3 Be able to monitor, analyse and report on tests	3.1 Monitor tests and recommend modifications to maintain compliance with test requirements		
	3.2 Ensure that physical tests are conducted in a way which balances accuracy and cost and keeps disruption to a minimum		
	3.3 Conform to safe working practices during testing		
	3.4 Ensure that only calibrated equipment is used to maintain accuracy		
	3.5 Ensure that sample sizes are sufficient to test the required properties and maintaining their integrity to meet recognised statistical principles		
	3.6 Ensure that test data is recorded clearly and accurately and stored securely for later analysis		
	3.7 Keep a clear and accurate record of the time spent on the test and of any problems that arise which may affect cost or accuracy		

	3.8 Collate the data from tests and check it for accuracy and integrity
	3.9 Analyse the data against test requirements, summarise the results and reporting them to those who need to use them
4 Understand how to monitor, analyse and report on tests	4.1 Examine how to monitor tests and recommend modifications to maintain compliance with test requirements
	4.2 Explain how to ensure that physical tests are conducted in a way which balances accuracy and cost and keeps disruption to a minimum
	4.3 Explain how to conform to safe working practices during testing
	4.4 Explain how to ensure that only calibrated equipment is used to maintain accuracy
	4.5 Explain how to ensure that sample sizes are sufficient to test the required properties and maintain their integrity to meet recognised statistical principles
	4.6 Explain how to ensure that test data is recorded clearly and accurately and stored securely for later analysis
	4.7 Explain how to keep a clear and accurate record of the time spent on the tests and of any problems that come up which may affect cost or accuracy
	4.8 Explain how to collate and check data from tests for accuracy and integrity
	4.9 Explain how to analyse data against test requirements summarise the results and report them to those who need to use them

Range and Scope

Learning Outcomes 1 and 2

Test:

- site investigation (e.g. soil)
- structure (e.g. load)
- materials (e.g. concrete)
- environment (e.g. noise)
- services (e.g. drain)

Environment:

- on site
- off site

Authority:

- client
- site owner
- occupiers
- adjoining owners and occupiers
- notifiable authorities (e.g. building control)
- consultants
- contractors
- suppliers

Safety requirements:

- personal safety equipment and clothing
- safe access as required under health and safety legislation
- Industry Codes of Practice and Regulations applying to the test location and the tests being conducted
- as identified by risk assessments

Learning Outcomes 3 and 4

Test:

- site investigation (e.g. soil)
- structure (e.g. load)
- materials (e.g. concrete)
- environment (e.g. noise)
- services (e.g. drain)

Environment:

- on site
- off site

Authority:

- client
- site owner
- occupier
- adjoining owners and occupiers
- notifiable authorities (e.g. building control)
- consultants
- contractors
- suppliers

Safety requirements:

- personal safety equipment and clothing
- safe access as required under health and safety
- legislation
- Industry Codes of Practice and Regulations applying
- to the test location and the tests being conducted
- as identified by risk assessments

Learning Outcomes 3 and 4

Test:

- site investigation (e.g. soil)
- structure (e.g. load)
- materials (e.g. concrete)
- environment (e.g. noise)
- services (e.g. drain)

Safe working practices:

- personal safety equipment and clothing
- safe use of access as required under health and safety legislation
- Industry Codes of Practice and Regulations applying to the test site and the tests being conducted as identified by risk assessments
- Data
 - physical
 - condition
 - performance

Check:

- against test requirements
- to identify errors
- to evaluate anomalies
-

Performance Evidence

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Records of identified and confirmed test types; authority obtained; quality assurance standards and safety requirement
2. Records of consultations with expert

Process Evidence: not applicable

Learning Outcome 3

Product Evidence: The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Record(s) and report(s) of tests including: conduct; safe working practices, samples taken; time; problems
2. Record(s) of test monitor and recommended modifications
3. Collated test data including checks for accuracy
4. Analyses of test data

Process Evidence:

1. Records of checks that equipment is calibrated

Unit Name	Implement agreed policies and programmes for undertaking maintenance works in construction		
Unit number	F/652/0259		
GLH	60	TQT	170
Level	6	Credit	17
Unit Aim	This unit is about the implementation of maintenance Programmes, planning and scheduling maintenance programmes and ensuring that they comply with statutory requirements. It is also about monitoring programmes and keeping appropriate records. It is about supporting your ability to use current good practice in policies and procedures which are directly associated with undertaking repairs and maintenance works of an emergency, routine and programmed nature. It is about maintaining systems to monitor performance in order to meet external agency requirements and customer satisfaction.		
Learning outcomes <i>The learner will be able to:</i>		Assessment criteria <i>The learner can:</i>	
1 Be able to implement agreed policies and programmes for repairs		1.1 Agree and confirm with the client and building user, repairs reporting systems to deliver the agreed policies for undertaking repairs	
		1.2 Implement the systems to react to requests to undertake repairs	
		1.3 Implement systems to undertake repairs to minimise the long-term deterioration of the property	
		1.4 Confirm and agree with the client and building user particular obligations to comply with statutory and lease requirements	
		1.5 Procure and programme resources to undertake repairs of an emergency, urgent and routine nature	
2 Understand how to implement agreed policies and programmes for repairs		2.1 Evaluate how to agree and confirm with the client and building user repairs reporting systems to deliver the agreed policies for undertaking repairs	
		2.2 Explain how to implement the systems to react to requests to undertake repairs	
		2.3 Explain how to implement systems to undertake repairs to minimise the long-term deterioration of the property	
		2.4 Explain how to confirm and agree with the client and building user particular obligations to comply with statutory and lease requirements	
		2.5 Explain how to procure and programme resources to undertake repairs of an emergency, urgent and routine nature	
3 Be able to implement agreed policies and programmes for pre-planned maintenance works		3.1 Agree with the client and building user the organisational objectives for programmes of pre-planned maintenance works	
		3.2 Identify factors that will affect the on-going maintenance of property	
		3.3 Prioritise the maintenance activities by taking into account all factors	
		3.4 Prepare and agree plans and schedules of works	
4 Understand how to implement agreed policies and programmes for pre-planned maintenance works		4.1 Evaluate how to agree with the client and building user the organisational objectives for programmes of pre-planned maintenance works	

	4.2	Describe how to identify factors that will affect the on-going maintenance of property
	4.3	Examine how to prioritise the maintenance activities by taking into account all factors
	4.4	Explain how to prepare and agree plans and schedules of works
5 Be able to confirm organisational budgets for projects	5.1	Confirm the arrangements for budgetary control and allocations under the budget headings of financial plans
	5.2	Confirm an appropriate method of maintaining overall control of the budget
	5.3	Confirm allocations under budget headings, cash flow calculations and report requirements to those with financial information
	5.4	Authorise expenditure and changes to budgets and issue the information to those responsible
	5.5	Identify and agree appropriate methods and timescales for reporting contingencies and variances
	5.6	Resolve queries and discrepancies over allocated budgets
6 Understand how to confirm organisational budgets for projects	6.1	Explain how to confirm the arrangements for budgetary control and allocations under the budget headings of financial plans
	6.2	Explain how to confirm an appropriate method of maintaining overall control of the budget
	6.3	Explain how to confirm allocations under budget headings, cash flow calculations and reporting requirements to those with financial responsibilities
	6.4	Evaluate how to authorise expenditure and changes to budgets and issue the information to those responsible
	6.5	Describe what to identify as appropriate methods and timescales for reporting contingencies and variances
	6.6	Propose how to resolve queries and discrepancies over allocated budgets

Range and Scope

Learning Outcomes 1 and 2

Repairs:

- reactive
- emergency
- urgent
- routine
- out of hours

Systems:

- electronic
- orally
- in writing

Statutory requirements:

- planning, conservation and building regulations
- health and safety
-

Programming resources:

- in-house

- out-source

Policies:

- building owner
- lease and sub-letting policies
- planning, conservation and environmental strategies
- access and security

Learning Outcomes 3 and 4

Maintenance:

- preventative
- cyclical

Factors:

- lease and sub-letting policies
- operational requirements
- planning, conservation and building regulations
- access and security
- cost benefit analysis

Learning Outcomes 5 and 6

Budget headings:

- earned income
- employment costs
- capital plant and equipment
- materials
- liabilities
- subcontract costs
- consumables

Financial plans:

- forecasts
- budgets
- cash flow

Cash flow calculations:

- income receivable
- expenditure

Contingencies:

- delays in receivables
- project and contract delays
- interruptions
- risk
-

Variances:

- overspend
- underspend

Taken as a whole, the evidence must show that the Learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance Evidence

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1

Product Evidence: The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Programmes for repairs, including reporting systems and policies that meet statutory and lease requirements

Process Evidence: not applicable

Learning Outcome 3

Product Evidence: The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Schedules and plans of works, including organisational objectives, programmes of pre-planned maintenance works and identified factors. Simulations are not considered to be acceptable for producing this evidence.

Process Evidence: not applicable

Learning Outcome 5

Product Evidence: The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

1. Record(s) of arrangements for budgetary control and allocations and methods for maintaining overall control of the budget and formats for presentation
2. Record(s) of budget allocation(s) issued and cash flow calculations and reporting requirements
3. Record(s) showing the authorisation of expenditure and changes to budgets
4. Record(s) of method(s) agreed for reporting contingencies and variances
5. Record(s) showing queries and discrepancies resolved

Process Evidence: not applicable

Unit Name	Manage and develop teams and individuals in construction		
Unit Number	Y/652/0247		
GLH	60	TQT	180
Level:	6	Credit	18
Unit aim	This unit is about confirming the work required in the candidate's area and ensuring that the work is allocated to the appropriate individuals. This involves monitoring and motivating the individuals, including the use of formal appraisal systems and reviewing and updating plans of work in your area. Candidates will need to identify learning opportunities for others and to select appropriate resources. The candidate will provide coaching, mentoring, advice, support and encouragement to the learners, and give them constructive feedback when reviewing their progress. This involves knowledge of the working culture and practices of the industry and how the candidate can work within these practices to understand people's needs and motivations, including the recruitment and retention of employees.		
Learning outcomes	Assessment criteria		
<i>The learner will be able to:</i>	<i>The learner can:</i>		
1 Be able to allocate and monitor the progress and quality of work in your area of responsibility	1.1	Confirm the work required in your area of responsibility with your manager and seeking clarification, where necessary, on any outstanding points and issues	
	1.2	Plan how the work will be undertaken, seek views from people in your area of responsibility, identify any priorities or critical activities and make best use of the available resources	
	1.3	Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development	
	1.4	Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance	
	1.5	Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work	
	1.6	Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback	
	1.7	Support individuals and/or teams in identifying and dealing with problems and unforeseen events	
	1.8	Motivate individuals and/or teams to complete the work they have been allocated and providing, where requested and where possible, any additional support and/or resources to help completion	
	1.9	Monitor your area for conflict, identify the cause when it occurs and dealing with it promptly and effectively	
	1.10	Identify unacceptable or poor performance, discuss the cause and agree ways of improving performance with individuals and/or teams	
	1.11	Recognise successful completion of significant pieces of work or work activities by individuals and/or teams	
	1.12	Use information collected on the performance of individuals and/or teams in any formal appraisals of performance	
	1.13	Review and update plans of work for your area, clearly communicating any changes to those affected	

2 Understand how to allocate and monitor the progress and quality of work in your area of responsibility	2.1	Explain how to confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues
	2.2	Explain how to plan how the work will be undertaken, seek views from people in your area of responsibility, identify any priorities or critical activities and make best use of the available resources
	2.3	Explain how to ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development
	2.4	Explain how to ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance
	2.5	Explain how to encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work
	2.6	Examine how to monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
	2.7	Explain how to support individuals and/or teams in identifying and dealing with problems and unforeseen events
	2.8	Explain how to motivate individuals and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion
	2.9	Examine how to monitor your area for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively
	2.10	Describe how to identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams
	2.11	Explain how to recognise successful completion of significant pieces of work or work activities by individuals and/or teams
	2.12	Explain how to use information collected on the performance of individuals and/or teams in any formal appraisals of performance
	2.13	Examine how to review and update plans of work for your area, clearly communicating any changes to those affected
3 Be able to encourage people to learn and benefit from your experience	3.1	Identify, through discussion with people, areas where they need help to achieve their agreed competence levels and use the information to produce an agreed personal development plan
	3.2	Identify and offer adequate and appropriate opportunities and resources for people to learn
	3.3	Select and summarise relevant and up-to-date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials
	3.4	Advise people so that they can identify their current level of competence, their learning needs and targets
	3.5	Identify and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual
	3.6	Present information to people using a pace, style and form which is appropriate to their needs
	3.7	Encourage people to ask questions, seek clarification and advice when they need help and during learning activities

	3.8 Review people's progress towards agreed objectives and give realistic and positive feedback on achievements
4 Understand how to encourage people to learn and benefit from your experience	4.1 Describe how to identify, through discussion with people, areas where they need help to achieve their agreed competence levels and use the information to produce an agreed personal development plan
	4.2 Describe how to identify and offer adequate and appropriate opportunities and resources for people to learn
	4.3 Evaluate how to select and summarise relevant and up-to-date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials
	4.4 Propose how to advise people so that they can identify their current level of competence, their learning needs and targets
	4.5 Describe how to identify and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual
	4.6 Explain how to present information to people using a pace, style and form which is appropriate to their needs
	4.7 Explain how to encourage people to ask questions, seek clarification and advice when they need help and during learning activities
	4.8 Examine how to review people's progress towards agreed objectives and give realistic and positive feedback on achievements

Range and Scope

Learning Outcomes 1 and 2

Opportunities and resources:

- paid time
- personal time
- office
- site, group and mutual
- collaboration with others

People:

- colleagues
- trainees and students
- potential entrants to the industry

Learning techniques and methods:

- attending training and educational programmes
- coaching
- mentoring
- instructing
- agreeing work-based learning opportunities

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance Evidence

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 3

Product Evidence: The Learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence:

1. Information summarised for developing learning materials
2. Personal development plan(s) which include identified competence levels, needs, opportunities and resources for people to learn, reviewed progress and feedback
3. Record(s) of advice given
4. Record(s) of presented information which includes selected learning techniques and methods, questions, clarification and advice

Process Evidence:

1. Presentation(s) made

Unit Name	Evaluate and progress the resolution of potential disputes in construction		
Unit Number	A/652/0257		
GLH	50	TQT	140
Level:	6	Credit	14
Unit aim	This unit is about assessing and recommending the options for settling disputes. It is also about identifying, obtaining and evaluating information relevant to the dispute including expert opinion and recommending further action.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to evaluate implications for the resolution of potential disputes	1.1 Summarise the type and nature of the dispute and its contractual implications		
	1.2 Assess the strengths and weaknesses of the case and make a recommendation about the potential outcomes		
	1.3 Identify what expertise and support will be needed at different stages of the dispute		
	1.4 Assess the implications of proceeding with the case		
	1.5 Identify potential options for settling the dispute which are based on relevant information and accurate assessments		
	1.6 Recommend a process for settling the dispute which is likely to be most acceptable to all the people involved and which meets contractual requirements		
	1.7 Specify, clearly, the process for settling the dispute which has been agreed and prepare a written response		
	1.8 Advise against proceeding where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches		
2 Understand how to evaluate implications for the resolution of potential disputes	2.1 Examine how to assess the strengths and weaknesses of the case		
	2.2 Examine how to assess the strengths and weaknesses of the case and make a recommendation about the potential outcomes		
	2.3 Describe how to identify what expertise and support will be needed at different stages of the dispute		
	2.4 Describe how to identify potential options for settling the dispute which are based on relevant information and accurate assessments		
	2.5 Evaluate how to recommend a process for settling the dispute which is likely to be most acceptable to all the people involved and which meets contractual requirements		
	2.6 Evaluate how to specify, clearly, the process for settling the dispute which has been agreed and prepare a written response		
	2.7 Propose how to advise against proceeding where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches		
3 Be able to evaluate information relevant to a potential dispute	3.1 Identify and collate information, which is relevant to the dispute, within the time limits, identify potentially inaccurate information and clarify it with the people who produced it		
	3.2 Obtain information about similar cases, identify key points and common features and produce an accurate summary		
	3.3 Obtain enough additional information to make a valid evaluation in instances where the initial information is incomplete		

	3.4	Evaluate all the information, which is relevant to the dispute, identify in writing information which will support the case and summarise and justify it in a reasoned argument
	3.5	Consult with relevant experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required
	3.6	Assess the arguments and the advice received from relevant experts, produce justifiable conclusions and recommendations for further action and pass them to the people involved in the dispute
	3.7	Disclose information which is relevant to the dispute only to those who have a right to see it
4 Understand how to evaluate information relevant to a potential dispute	4.1	Describe how to identify and collate information, which is relevant to the dispute, within the time limits, identify potentially inaccurate information and clarify it with the people who produced it
	4.2	Explain how to obtain information about similar cases, identify key points and common features and produce an accurate summary
	4.3	Explain how to obtain enough additional information to make a valid evaluation in instances where the information is incomplete
	4.4	Evaluate all the information, which is relevant to the dispute, identify in writing information which will support the case and summarise and justify it in a reasoned argument
	4.5	Explain how to consult with relevant experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required
	4.6	Examine how to assess the arguments and the advice received from relevant experts, produce justifiable conclusions and recommendations for further action and pass them to the people involved in the dispute
	4.7	Explain how to disclose information which is relevant to the dispute only to those who have a right to see it

Range and Scope

Learning Outcomes 1 and 2

Dispute - types:

- construction
- contracts
- variations
- third party claims

Options and processes for settling the dispute:

- negotiation
- refer to higher levels of authority

Learning Outcomes 3 and 4

Information which is relevant to the dispute:

- contract documents
- correspondence
- instructions
- contract records
- technical reports;
- other evidential material

Dispute - type:

- construction
- contracts
- variations
- third party claims

Experts:

- technical
- non-technical

Performance Evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1

Product Evidence: Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence.

The following realistic working environment and context must be adopted for the simulation: appropriate: types of contingencies; standards and quality specifications; relationship with people; type of interaction; communication methods and media; information and data.

1. Assessment(s) of the type and nature of the dispute, the strengths and weaknesses of the case, the expert support needed and the implications of proceeding
2. Record(s) of the assessments of options for settling dispute(s)
3. Recommendations and specifications for the process of settling the dispute

Process Evidence: not applicable

Learning Outcome 3

Product Evidence: Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence.

The following realistic working environment and context must be adopted for the simulation: appropriate: types of contingencies; standards and quality specifications; relationship with people; type of interaction; communication methods and media; information and data.

1. Summary (ies) of evaluation(s) of the information about the dispute which include clarifications and comparisons with similar cases
2. Record(s) of recommendation(s) and assessments of the arguments and the advice received from relevant experts

Process Evidence: not applicable

Unit Name	Monitor and Solve Customer Service Problems in Construction		
Unit Number	D/652/0258		
GLH	30	TQT	100
Level:	6	Credit	10
Unit Aim	This unit is about maintaining customer satisfaction by solving problems with service systems and procedures before they become aware of them. It is also about working with others in identifying appropriate steps to deal with repeated problems that will satisfy both customer and organisational needs. It is about negotiating changes to customer service systems. It is about communicating any agreed changes to a customer and monitoring the situation to avoid further problems. Customers may be clients, contractors or end users according to circumstances.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to solve immediate customer service problems	1.1 Respond positively to customers' problems according to organisational guidelines		
	1.2 Solve customer problems when it is within your own area of authority		
	1.3 Work with others to solve customers' problems		
	1.4 Keep customers informed of the action being taken		
	1.5 Check with customers that they are satisfied with the action taken		
	1.6 Solve problems within service systems and procedures that might affect customers before they become aware of them		
	1.7 Inform the appropriate authority and colleagues of the steps taken to solve specific problems		
2 Understand how to solve immediate customer service problems	2.1 Explain how to respond positively to customers' problems according to organisational guidelines		
	2.2 Propose how to solve customer problems when it is within your own area of authority		
	2.3 Explain how to work with others to solve customers' problems		
	2.4 Explain how to keep customers informed of the action being taken		
	2.5 Explain how to check with customers that they are satisfied with the action taken		
	2.6 Propose how to solve problems within service systems and procedures that might affect customers before they become aware of them		
	2.7 Explain how to inform the appropriate authority and colleagues of the steps taken to solve specific problems		
3 Be able to identify repeated customer service problems and options for solving them	3.1 Identify repeated customer service problems		
	3.2 Identify the options for dealing with repeated customer service problems and considering the advantages and disadvantages of each option		
	3.3 Work with others to select the best option for solving a repeated customer service problem, balance customer expectations with the needs of your organisation		
4 Understand how to identify repeated customer service problems and options for solving them	4.1 Describe how to identify repeated customer service problems		
	4.2 Describe how to identify the options for deal with repeated customer service problems and consider the advantages and disadvantages of each option		

	4.3 Explain how to work with others to select the best option for solving a repeated customer service problem, balance customer expectations with the needs of your organisation
	4.4 Propose how to negotiate with and reassure customers while their problems are being solved
5 Be able to take action to avoid the repetition of customer service problems	5.1 Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
	5.2 Action your agreed solution
	5.3 Keep your customers informed, in a positive and clear manner, of steps being taken to solve any service problems
	5.4 Monitor the changes which you have made and adjust them if appropriate
6 Understand how to take action to avoid the repetition of customer service problems	6.1 Explain how to obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
	6.2 Explain how to action your agreed solution
	6.3 Explain how to keep your customers informed, in a positive and clear manner, of steps being taken to solve any service problems
	6.4 Examine how to monitor the changes which you have made and adjust them if appropriate

Range and scope

Learners must demonstrate competence across the following areas, as appropriate to their role.

Customers:

- clients
- contractors
- subcontractors
- internal departments
- end users
- occupiers or residents
- members of the public affected by construction activities.

Customer service problems

- complaints
- delays or missed deadlines
- communication failures
- disruption caused by works
- quality or workmanship concerns
- access or scheduling issues
- service procedure failures
- incorrect or incomplete information
- unresolved repeat issues.

Solving customer service problems:

- respond positively and promptly
- work within organisational procedures
- resolve issues within their authority
- escalate issues where necessary
- involve relevant colleagues or specialists
- keep customers informed of progress
- confirm customer satisfaction.

Repeated customer service problems:

- recurring complaints
- repeated procedural failures
- repeated communication issues
- recurring operational disruptions
- ongoing customer dissatisfaction
- failures in service systems or working methods.

Improvement actions:

- revising procedures
- improving communication methods
- changing working practices
- clarifying responsibilities
- introducing monitoring arrangements
- implementing corrective actions
- obtaining approval for procedural changes.

Working with others:

- managers
- supervisors
- customer service personnel
- operational teams
- contractors or subcontractors
- technical specialists
- authorised decision-makers.

Communication:

- clear
- accurate
- timely
- professional
- customer-focused
- consistent with organisational procedures.

Communication methods may include:

- verbal discussions
- meetings
- written correspondence
- complaints responses
- progress updates
- internal reports or records.

Monitoring and review:

- customer satisfaction
- implementation of agreed actions
- effectiveness of changes introduced
- whether repeat problems are reduced
- the need for further corrective action.

Unit Name	Recruit and plan the workforce in construction		
Unit Number	T/652/0570		
GLH	60	TQT	200
Level:	6	Credit	20
Unit Aim	This unit is about managing and evaluating organisational performance and workforce planning. The candidate will be able to demonstrate knowledge of the working culture and practices of the industry and how they can work within these practices to understand people's needs and motivations. The candidate will have an active knowledge of the recruitment and retention of employees. Candidates are required to operate processes for recruiting, selecting and keeping people to encourage the development of a diverse workforce. They will also need to offer development opportunities within the organisation.		
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>		
1 Be able to recruit, select and retain colleagues	1.1 Interview colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving		
	1.2 Identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicate to others the relevant people for consideration		
	1.3 Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience		
	1.4 Identify and review the options for addressing any identified shortfalls and decide on the best options to follow		
	1.5 Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit		
	1.6 Consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved		
	1.7 Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants		
	1.8 Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues		
	1.9 Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective		
	1.10 Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues		
	1.11 Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvement		
2 Understand how to recruit, select and keep colleagues	2.1 Explain the importance of arranging exit interviews		
	2.2 Describe how to identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicate to others the relevant people for consideration		
	2.3 Examine how to review, on a regular basis, the work required in your area of responsibility, identify any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience		
	2.4 Describe how to identify and review the options for		

	addressing any identified shortfalls and decide on the best options to follow
	2.5 Explain how to consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit
	2.6 Explain how to consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
	2.7 Explain how to ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
	2.8 Explain how to seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues
	2.9 Explain how to participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective
	2.10 Explain how to make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues
	2.11 Evaluate how to judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvement
3 Be able to plan the workforce	3.1 Evaluate the organisation's strategic objectives and associated plans to obtain information needed for workforce plan purposes and identify any key issues for further consideration
	3.2 Identify the type of skills, knowledge, understanding and experience required to undertake current and planned organisational activities
	3.3 Review capacity and capability of the current workforce to meet identified skills, knowledge, understanding and experience requirements
	3.4 Seek and make use of specialist expertise to assist in workforce plan activities, as necessary
	3.5 Specify workforce requirements that are capable of achieving the organisation's objectives
	3.6 Make sure that the organisation has a diverse workforce which provides a suitable mix of people to achieve its objectives
	3.7 Develop plans that meet the organisation's long-, medium-, and short-term requirements, making best use of people from inside and from outside the organisation
	3.8 Ensure a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation
	3.9 Make sure that resources needed to recruit, keep and re-deploy people are available
	3.10 Make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain business continuity
	3.11 Communicate workforce plans to relevant people for information
4 Understand how to plan the workforce	4.1 Evaluate the organisation's strategic objectives and associated plans to obtain information needed for workforce plan purposes and identify any key issues for further consideration
	4.2 Describe how to identify the type of skills, knowledge, understanding and experience required to undertake current and planned organisational activities
	4.3 Examine how to review capacity and capability of the current workforce to meet identified skills, knowledge, understanding and experience requirements

	4.4 Explain how to seek and make use of specialist expertise to assist in workforce plan activities, as necessary
	4.5 Evaluate how to specify workforce requirements that are capable of achieving the organisation's objectives
	4.6 Explain how to make sure that the organisation has a diverse workforce which provides a suitable mix of people to achieve its objectives
	4.7 Propose how to develop plans that meet the organisation's long-, medium-, and short-term requirements, making best use of people from inside and from outside the organisation
	4.8 Explain how to ensure a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation
	4.9 Explain how to make sure that resources needed to recruit, keep and re-deploy people are available
	4.10 Explain how to make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain business continuity
	4.11 Explain how to communicate workforce plans to relevant people for information

Range and Scope

Recruitment and selection:

- identifying vacancies and staffing shortfalls
- reviewing workforce needs
- preparing or updating job descriptions
- preparing or updating person specifications
- agreeing recruitment methods and selection stages
- participating in interviews and selection decisions
- checking suitability of applicants against role requirements
- evaluating the effectiveness of recruitment outcomes.

Retention

Methods for retaining staff, including:

- exit interviews
- identifying reasons for staff turnover
- addressing retention issues within their authority
- escalating matters outside their authority
- supporting staff development and progression opportunities
- promoting fair treatment and positive working relationships.

Workforce planning

By considering:

- organisational objectives and strategic plans
- current and future work demand
- workforce capacity and capability
- skills, knowledge, understanding and experience needs
- use of internal and external labour sources
- succession, redeployment and development opportunities
- contingency arrangements and business continuity.

Workforce composition:

- full-time workers
- part-time workers
- temporary workers
- contractual workers
- directly employed staff
- labour sourced from outside the organisation, where appropriate.

Diversity and inclusion

Ensure recruitment and workforce planning activities support:

- fairness
- equality of opportunity
- clear and unbiased vacancy information
- access to a diverse workforce
- objective selection decisions based on role requirements.

Resources and support:

- budget or staffing resources
- recruitment support
- human resources advice
- specialist expertise
- management support
- systems or processes needed to recruit, retain or redeploy staff.

Communication:

- senior managers
- line managers
- human resources personnel
- supervisors
- recruitment specialists
- other departments
- colleagues involved in workforce planning
- those responsible for authorising staffing decisions.

Scope of Performance:

- review staffing requirements in their area of responsibility
- identify gaps in workforce numbers or competence
- contribute to decisions on how those gaps will be addressed
- support or participate in fair and effective recruitment and selection
- assess whether recruitment processes have achieved the intended outcome
- evaluate organisational requirements to inform workforce planning
- prepare or contribute to workforce plans that support operational and strategic objectives
- consider continuity, flexibility and diversity in workforce planning
- communicate workforce plans and related requirements to relevant people.

5. Support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available in GQAonline:

- learner's portfolio evidence log
- learning resources
- qualification summary sheet
- GQA e-portfolio which is available from GQA for Centres and Learners to use.

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