



## **Level 6 NVQ Diploma in Construction Site Management (Construction)**

### **Qualification Specification**

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## Introduction

The ProQual Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF) qualification provides a nationally recognised qualification appropriate for those working as construction site managers in building and civil engineering, highways maintenance and repair, residential development, conservation or demolition.

The awarding body for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for the qualifications has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

This qualification has been accredited onto the Qualifications and Credit Framework (QCF) and is endorsed by the sector body for construction - Cskills. It provides a progression route to discipline related qualifications.

## Qualifications and Credit Framework (QCF)

The key features of the QCF are that all qualifications consist of a combination of one or more units, each of which has a level and a credit value. Achievement of units of QCF credit can be banked in a national database and may count towards more than one qualification according to rules of combination.

The level of a qualification is determined by the level of the majority of credit in the units that make it up.

A credit is equivalent to 10 notional learning hours. A unit may be worth any whole number of credits. A qualification is called an Award if it includes up to 12 credits, a Certificate if it includes 13 - 36 credits and a Diploma if it includes 37 credits or more.

The terms Award, Certificate and Diploma refer only to size of qualification, and have no bearing on the level or contents of the qualification.

Each unit is allocated a number of Guided Learning Hours (GLH) which gives an indication of the approximate number of hours when a trainer/tutor/teacher/assessor is available to give specific guidance towards the learning aim being met.

## Qualification Profile

### Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF)

Qualification title	<b>ProQual Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF)</b>
Ofqual qualification number	601/4460/9
Level	6
Credit value	172
Guided learning hours	447
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/9/14
Qualification end date	

## Entry Requirements

In order to meet the assessment criteria candidates should be working in the role of construction site manager in building and civil engineering, highways maintenance and repair, residential development, conservation or demolition.

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

## Rules of Combination

Candidates must achieve **172 credits**:

- 80 credits from the Mandatory units; plus
- a minimum of 92 credits from the one of the pathways

<b>Mandatory Units – candidates must complete all units in this group</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>
M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8
D/600/7552	Allocating Work and Checking People's Performance in the Workplace	5	9
J/600/7318	Establishing, Implementing and Maintaining Systems for Managing Health, Safety and Welfare in the Workplace	6	15
M/600/7328	Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace	6	11
J/600/7335	Monitoring Construction Related Project Activities in the Workplace	6	8
F/600/7351	Controlling Project Progress Against Agreed Quality Standards in the Workplace	6	10
D/600/7356	Controlling Project Progress Against Agreed Programmes in the Workplace	6	11
M/600/7359	Managing Personal Development in a Construction-related Workplace	6	8

**Pathways – Candidates must achieve a minimum of 82 credits by completing one pathway**

- Pathway 1: Building and Civil Engineering  
 Pathway 2: Highways and Maintenance Repair  
 Pathway 3: Residential Development  
 Pathway 4: Conservation  
 Pathway 5: Demolition

## Pathway 1: Building and Civil Engineering

Mandatory units - candidates must complete all units			
Unit Reference Number	Unit Title	Unit Level	Credit Value
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5	8
R/600/7323	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15
M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	11
Y/600/7338	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11
Y/600/7341	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9
H/600/7343	Organising, Controlling and Monitoring Supplies of Materials in the Workplace	5	8
J/600/7349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11
R/600/7354	Establishing Project Dimensional Control Criteria in the Workplace	6	10
H/600/7357	Controlling Project Quantities and Costs in the Workplace	6	12
K/600/7358	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7
H/600/7553	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	3	7

## Pathway 2: Highways and Maintenance Repair

<b>Mandatory Units – candidates must complete all units</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5	8
M/600/7555	Planning Highways Maintenance or Repair Activities in the Workplace	6	12
F/600/7558	Providing and Monitoring Construction-related Customer Service in the Workplace	5	8
Y/600/7338	Ensuring that Work Activities and Resources Meet project Work Requirements in the Workplace	6	11
Y/600/7341	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9
H/600/7343	Organising, Controlling and Monitoring Supplies of Materials in the Workplace	5	8
H/600/7357	Controlling Project Quantities and Costs in the Workplace	6	12
H/600/7553	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	3	7
<b>Optional Units – candidates must complete two units</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>
R/600/7323	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15
M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	1
J/600/7349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11
R/600/7354	Establishing Project Dimensional Control Criteria in the Workplace	6	10
K/600/7358	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7
K/600/7361	Managing the Handover of the Construction Project in the Workplace	6	10

### Pathway 3: Residential Development

<b>Mandatory units - candidates must complete all units</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>
F/600/7558	Providing and Monitoring Construction-related Customer Service in the Workplace	5	8
R/600/7323	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15
M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	11
Y/600/7338	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11
H/600/7343	Organising Controlling and Monitoring Supplies of Materials in the Workplace	5	8
J/600/7349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11
R/600/7354	Establishing Project Dimensional Control Criteria in the Workplace	6	10
K/600/7358	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7
H/600/7360	Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace	6	15
K/600/7361	Managing the Handover of the Construction Project in the Workplace	6	10
H/600/7553	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	3	20
<b>Optional Units – candidates must complete one unit</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5	8
Y/600/7341	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9
H/600/7357	Controlling Project Quantities and Costs in the Workplace	6	12



## Pathway 4: Conservation

<b>Mandatory Units - candidates must complete all units</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>
J/600/7559	Planning Historical Conservation/Restoration Activities in the Workplace	6	12
Y/600/7338	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11
Y/600/7341	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9
H/600/7343	Organising, Controlling and Monitoring Supplies of Materials in the Workplace	5	8
J/600/7349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11
R/600/7354	Establishing Project Dimensional Control Criteria in the Workplace	6	10
H/600/7357	Controlling Project Quantities and Costs in the Workplace	6	12
H/600/7360	Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace	6	15
H/600/7553	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	3	7
<b>Optional Units – candidates must complete two units</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5	8
F/600/7558	Providing and Monitoring Construction-related Customer Service in the Workplace	5	8
R/600/7323	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15
M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	11
K/600/7358	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7
K/600/7361	Managing the Handover of the Construction Project in the Workplace	6	10

## Pathway 5: Demolition

Mandatory Units – candidates must complete all units			
Unit Reference Number	Unit Title	Unit Level	Credit Value
F/600/7561	Planning Demolition Activities in the Workplace	6	12
R/600/7323	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15
M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	11
Y/600/7338	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11
Y/600/7341	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	9
K/600/7361	Managing the Handover of the Construction Project in the Workplace	6	10
Optional Units – candidates must complete four units			
Unit Reference Number	Unit Title	Unit Level	Credit Value
K/600/7554	Contributing to the Identification of Work Teams in the Workplace	5	8
F/600/7558	Providing and Monitoring Construction-related Customer Service in the Workplace	5	8
H/600/7343	Organising, Controlling and Monitoring Supplies of Materials in the Workplace	5	8
J/600/7349	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11
H/600/7357	Controlling Project Quantities and Costs in the Workplace	6	12
H/600/7553	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	3	7

**Additional Unit – candidate may complete the additional unit but it will not be counted towards the qualification**

Additional Unit			
Unit Reference Number	Unit Title	Unit Level	Credit Value
T/602/6155	Planning Tunnelling Activities in the Workplace	6	12

## Credit Transfer / Exemptions / Recognition of Prior Learning

The QCF offers the opportunity for learners to **transfer credit** between qualifications and awarding organisations. All awarding organisations in the QCF accept the credit offered by all other QCF awarding organisations.

The conditions under which credit may be transferred between qualifications are set by the **rules of combination** for that qualification. If a unit falls within the rules of combination for a qualification, then a learner can count credit achieved through that unit toward the qualification, irrespective of the awarding organisation that entered the credit in the learner record.

Candidates with certificated achievements outside the QCF can claim **exemption** from units in QCF qualifications that are of equal value. Exemptions can be planned by awarding organisations and included in the rules of combination, or requested individually by candidates.

Candidates may also request credit for non-certificated skills, knowledge or understanding that they already possess, to avoid repetition. This is called '**recognition of prior learning**' and is the process to follow if learners can demonstrate they meet the assessment criteria of that particular unit.

## Centre Requirements

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

### Staff

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

### Assessors/Internal Quality Assurance

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

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

## Support for Candidates

Materials produced by centres to support candidates should:

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

## Links to National Standards / NOS mapping

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

The structure and units of this qualification are based on NOS related to Construction Site Management developed by CITB.

## Assessment

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

The qualifications must be assessed in line with the Construction Sector Qualifications Strategy and must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit. **The QCF Qualifications Candidate Guide** gives guidance on putting together a portfolio of evidence and other information about completing their qualification.

- Evidence can include:
- observation report by assessor
  - assignments/projects/reports
  - professional discussion
  - witness testimony
  - candidate product
  - worksheets
  - record of oral and written questioning
  - Recognition of Prior Learning

Please refer to the **QCF Qualifications Candidate Guide** or the **Assessor Guide to Portfolios of Evidence** for more information.

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 15.

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the required credits for qualifications will be awarded:

- A certificate listing all units achieved with their related credit value, and
- A certificate giving the full qualification title -

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### Claiming certificates

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

### Unit certificates

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

### Replacement certificates

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

# Learning Outcomes and Assessment Criteria

## Unit M/503/2915

### Developing and Maintaining Good Occupational Working Relationships in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Develop, maintain and encourage working relationships to promote good will and trust.</p>	<p>1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.</p> <p>1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.</p> <p>1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.</p> <p>1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.</p>
<p>2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.</p>	<p>2.1 Communicate on the following work activity information to relevant people following organisational procedures:</p> <ul style="list-style-type: none"> <li>– appropriate timescales</li> <li>– health and safety requirements</li> <li>– co-ordination of work procedures.</li> </ul> <p>2.2 Explain the different methods and techniques used to inform relevant people about work activities.</p> <p>2.3 Explain the effects of not informing relevant people with the expected level of urgency.</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

		2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"><li>– colleagues</li><li>– employers</li><li>– customers</li><li>– contractors</li><li>– suppliers of products and services</li><li>– other people affected by the work/project.</li></ul>
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.
		3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments.
		3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"><li>– progress</li><li>– results</li><li>– achievements</li><li>– occupational problems</li><li>– occupational opportunities</li><li>– health and safety requirements</li><li>– co-ordinated work.</li></ul>
4	Clarify proposals with relevant people and discuss alternative suggestions.	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.
		4.2	Explain the methods of clarifying alternative proposals with relevant people.



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- |   |  |     |  |
|---|--|-----|--|
| 5 | Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect. | 4.3 | Explain the methods of suggesting alternative proposals.   |
|   |  | 5.1 | Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.          |
|   |  | 5.2 | Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect. |

## Unit D/600/7552

# Allocating Work and Checking People's Performance in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Confirm the programme or operations and schedules, identify priorities and critical activities, and plan how the work will be undertaken.	1.1 Identify and evaluate the priorities and critical activities in programmes or operations and schedules, and devise a plan on how the work will be undertaken.  1.2 Explain how to identify priorities and critical activities.  1.3 Explain methods of confirming programmes or operations and schedules.  1.4 Describe how the planning of work can be undertaken.
2 Allocate work to team members, taking into account their current circumstances, and brief them on the quality standards or level expected.	2.1 Evaluate and assign work to team members and carry out briefings taking into account their: – skills – knowledge – experience – workload.  2.2 Describe how to allocate work fairly to team members whilst taking into account their current circumstances.  2.3 Explain the methods and techniques on briefing team members about quality of standards or levels expected.
3 Monitor the progress and quality of the work and provide prompt and constructive feedback.	3.1 Carry out checks on the progress and quality of work being undertaken against programmes or operations and schedules.  3.2 Carry out checks on the quality of work being undertaken against quality standards.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.3 Explain methods of checking the progress of work against programmes or operations, schedules and the work against quality standards.</p> <p>3.4 Provide feedback to team members on the progress of work and standards of quality.</p>
<p>4 Motivate team members to complete the work they have been allocated and provide, where requested and possible, any additional support and/or resources.</p>	<p>4.1 Review and supply additional support and/or resources where requested by team members.</p> <p>4.2 Explain the different ways of motivating team members to complete the allocated work.</p> <p>4.3 Explain ways of providing additional support to team members and ways of getting feedback on additional support from team members.</p>
<p>5 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.</p>	<p>5.1 Evaluate poor or unacceptable performance for given work activities.</p> <p>5.2 Implement methods that can improve performance of team members. Describe the various methods of identifying poor or unacceptable performance.</p> <p>5.3 Explain ways of discussing the causes of poor performance with team members and how to get agreement on ways of improving performance.</p>
<p>6 Recognise successful completion of significant pieces of work or work activities by team/team members, and advise responsible people.</p>	<p>6.1 Demonstrate ways of recognising success and praising team members on successful completion of work.</p> <p>6.2 Advise responsible people on successful completion of work.</p> <p>6.3 Describe ways of recognising completion of significant pieces of work or work activities.</p>

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- 6.4 Explain effective methods of advising responsible people of the team/team member's successes.

## Unit J/600/7318

# Establishing, Implementing and Maintaining Systems for Managing Health, Safety and Welfare in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Encourage a culture of health, safety and welfare on site, and identify and implement improvements.	1.1 Develop initiatives which encourage a health, safety, welfare culture and consideration for the environment.
	1.2 Examine and analyse current systems, procedures and facilities used or supplied for health, safety and welfare.
	1.3 Facilitate improvement methods to health, safety and welfare systems, procedures and/or facilities.
	1.4 Explain ways that the culture of health, safety and welfare can be promoted and encouraged.
	1.5 Explain how opportunities to improve health, safety and welfare could be identified and how appropriate recommendations can be made.
	1.6 Outline who the promotion of a health, safety and welfare culture should be aimed at.
2 Allocate health, safety and welfare responsibilities which comply with current legislation and ensure site inductions consistently inform people of those responsibilities.	2.1 Evaluate health, safety and welfare requirements of projects and determine number and types of people needed to comply with current legislation.
	2.2 Assign health, safety and/or welfare responsibilities to selected people.
	2.3 Carry out regular induction briefings to inform those responsible of their designated duties.
	2.4 Describe how, and to whom health, safety and welfare responsibilities should be allocated.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>2.5 Explain methods and techniques of conducting site inductions and list typical subject areas that should be covered.</p> <p>2.6 Explain how and why site inductions can consistently inform people of their responsibilities.</p>
<p>3 Ensure accurate and appropriate notices and hazard warnings that conform to current legislation are maintained.</p>	<p>3.1 Identify which legislation, regulations, codes of practice and official guidance applies to relevant work areas and activities to determine types and locations of notices and hazard warnings.</p> <p>3.2 Carry out regular inspections of relevant areas of work to confirm that placed notices and warnings are accurate and in the correct locations.</p> <p>3.3 List the types of notices and hazard warnings that apply to relevant work areas and explain how to ensure that they comply with current legislation.</p> <p>3.4 Explain ways that accurate and appropriate notices and hazard warnings for the workforce, visitors and the public can be maintained.</p> <p>3.5 Give reasons why accurate and appropriate notices should be relevant, correctly placed and maintained, and explain possible consequences should they not be.</p>
<p>4 Ensure health, safety and welfare equipment and resources are available and sufficient to meet current legislation.</p>	<p>4.1 Identify required health, safety and welfare equipment for given work areas.</p> <p>4.2 Specify health, safety and welfare equipment and resources for work activities that meet the project, organisational and statutory requirements.</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- |   |  |     |  |
|---|--|-----|--|
| 5 | Implement systems which meet current legislation requirements to identify hazards, reduce risks and maintain the health, safety and welfare of people. | 4.3 | Implement maintenance procedures for health, safety and welfare protection equipment and resources.  |
|   |  | 4.4 | Describe the types of health, safety and welfare equipment and resources that would be needed for relevant work activities.                      |
|   |  | 4.5 | Explain ways of ensuring that health, safety and welfare equipment and resources are available and sufficient for the project.                   |
|   |  | 4.6 | Explain how to ensure that health, safety and welfare equipment and resources comply with current legislation.                                   |
|   |  | 5.1 | Devise and/or apply systems to given work areas that allows hazard identification, assessment of risks and adoption of relevant control methods. |
|   |  | 5.2 | Devise and/or apply systems to given work areas that identify breaches in health, safety and welfare requirements.                               |
| 5 | Implement systems which meet current legislation requirements to identify hazards, reduce risks and maintain the health, safety and welfare of people. | 5.3 | Devise and/or apply systems to given work areas that are able to allow for the reporting of accidents, emergencies and near misses.              |
|   |  | 5.4 | Explain how systems which meet current legislation requirements for identifying and reducing hazards should be implemented.                      |
|   |  | 5.5 | Explain methods that can be used to implement systems that can report and record accidents, emergencies and near misses.                         |
|   |  | 5.6 | Explain ways of maintaining the welfare of people in accordance with current legislation requirements.   |

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
6 Ensure hazards are identified and obtain information on their significance.	6.1 Evaluate given work areas and identify any hazards that can affect the workplace and surrounding areas.  6.2 Determine the significance of identified hazards within the workplace.  6.3 Explain relevant methods that can ensure hazards are fully identified.  6.4 Describe methods and techniques that allow further information about hazards to be obtained.  6.5 Explain the methods and factors that determine the significance of hazards.
7 Ensure the significant hazards are assessed to identify the residual risks, apply the principles of prevention to reduce the risks and provide information to appropriate people.	7.1 Apply the following principles of prevention to identified significant hazards: – elimination – control at source – management – cumulative protection – personal protective equipment.  7.2 Identify and analyse any residual risk or risks and apply additional control measures as appropriate.  7.3 Inform appropriate people about required hazard controls and an remaining risks using various formats.  7.4 Describe methods that allow residual risks to be identified.  7.5 Explain ways of applying the principles of prevention to identified relevant and significant hazards.  7.6 Explain how risks can be reduced and ways that information can be provided to appropriate people.



Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>8 Monitor health, safety and welfare systems regularly for compliance with current legislation.</p>	<p>8.1 Ensure that regular checks are carried out on health, safety and welfare systems.</p> <p>8.2 Analyse and record special site conditions and situations which do not comply with regulations.</p> <p>8.3 Apply relevant measures which will prevent reoccurrence of breaches to the requirements of health, safety and welfare.</p> <p>8.4 Explain methods and/or procedures used to regularly monitor health, safety and welfare systems.</p>

## Unit M/600/7328

# Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Assess and evaluate project or operational data in order to identify work methods.	<p>1.1 Examine at least five of the following types of project or operational data that can identify required work methods:</p> <ul style="list-style-type: none"><li>– conditions of contract</li><li>– bills of quantities or methods of measurement</li><li>– specifications</li><li>– drawings</li><li>– health, safety and environmental plans</li><li>– programmes and schedules</li><li>– organisational requirements</li><li>– instructions and variations</li><li>– information on materials</li><li>– survey reports</li><li>– design data</li><li>– statutory consents</li><li>– sub-contractor arrangements and attendance</li><li>– method statements and/or risk assessments</li><li>– safe systems of work.</li></ul> <p>1.2 Explain different methods and techniques that allows the assessment and evaluation of available project or operational data.</p> <p>1.3 Explain how work methods can be identified from the assessment and evaluation of project or operational data.</p> <p>1.4 Give reasons why project or operational data needs to be assessed and evaluated and explain possible project or operational consequences should this not be undertaken correctly.</p>
2 Obtain additional information from other sources in cases where the available project or operational data is insufficient.	<p>2.1 Carry out consultations with and/or examine at least two of the following other sources:</p> <ul style="list-style-type: none"><li>– the client, customer or their representative</li><li>– contractors</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

	<ul style="list-style-type: none"><li>– sub-contractors</li><li>– suppliers</li><li>– regulatory authorities</li><li>– technical and trade literature</li><li>– those affected by the project.</li></ul>
	2.2 Explain how additional information from other sources can be obtained in cases where available project data is insufficient.
3 Identify work methods which will make the best use of resources and materials and meets project and current legislation requirements.	3.1 Establish a range of work methods for relevant projects or operations from at least two of the following information sources: <ul style="list-style-type: none"><li>– current legislation, Codes of Practice and official guidance</li><li>– investigative research</li><li>– organisational procedures</li><li>– technical and trade literature.</li></ul>
	3.2 Explain different ways that allows comprehensive identification of work methods from possible information sources, and will make the best use of resources and materials for typical projects or operations.
	3.3 Explain procedures that can identify work methods which meets project or operational requirements and the requirements of current legislation.
4 Evaluate identified work methods against technical, environmental and project or operational criteria and select appropriate methods.	4.1 Examine and identify work methods for a range of projects or operations using of at least six of the following technical, environmental or project criteria: <ul style="list-style-type: none"><li>– materials performance and availability</li><li>– health and safety</li><li>– fire protection</li><li>– access</li><li>– plant, equipment or machinery performance and availability</li><li>– traffic management</li><li>– environmental issues</li><li>– cost benefit</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

	<ul style="list-style-type: none"><li>– current legislation, Codes of Practice and official guidance</li><li>– customer and user needs</li><li>– contract requirements in terms of time and quantity</li><li>– waste management</li><li>– sustainability.</li></ul>
	4.2 Determine work methods for a range of projects, activities and/or operations that will meet programme requirements.
	4.3 Explain different ways and techniques of evaluating identified work methods against relevant technical, environmental and project criteria to select the best or appropriate method.
5 Ensure method statements are accurate, clear and concise and acceptable to all the people involved.	5.1 Produce and/or examine a method statements and/or risk assessments for a range of projects, activities or operations.
	5.2 Confirm that method statements and/or risk assessments are accurate, clear, concise and acceptable for the project, activity or operational needs.
	5.3 Explain suitable methods that ensure method statements and/or risk assessments derived from the selected work methods are accurate, clear and concise.
	5.4 Explain possible procedures that ensure that method statements and/or risk assessments are acceptable to all the people responsible.
	5.5 Give reasons for the need to ensure that selected work methods, method statement and/or risk assessments are acceptable to all the people responsible.
6 Recommend and promote the selected work method for projects or operations.	6.1 Present the selected work method to and gain acceptance by at least two of the following people responsible: <ul style="list-style-type: none"><li>– the client, customer or their representative</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- contractors
- consultants
- sub-contractors
- suppliers
- workforce
- internal management.

- 6.2 Explain the ways and techniques of recommending work methods to the people responsible.
- 6.3 Explain different ways of promoting selected work methods to the people responsible.

## Unit J/600/7335

### Monitoring Construction Related Project Activities in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Give adequate notice to all the people who will be affected about when work will start, how long it will take and when it will finish and confirm all dates in writing.	1.1 Prepare written notices detailing about when project works starts, expected durations and planned finishing or completions dates.
	1.2 Provide people affected by project works with written notices about project schedules.
	1.3 Outline the type of people that should be notified of work schedules.
	1.4 Describe ways and techniques of notifying people affected by the work about work schedules.
	1.5 Explain why adequate notice of works should be given to people affected and explain possible consequences should this not happen.
	1.6 Explain how dates can be confirmed and why notification of work arrangements and schedules should be in writing.
2 Communicate and agree a programme and method with people who will be doing the work that integrates operations.	2.1 Liaise and communicate with those undertaking specified work on relevant projects.
	2.2 Gain approval with relevant workers for work programmes and methods on construction projects.
	2.3 Explain how and why programmes and methods should be agreed with the people who will be doing the work.
	2.4 Describe methods and techniques of communicating programmes and methods to the people who will be doing the work.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Identify, record and obtain information requirements before work starts.</p>	<p>3.1 Source information relevant to specified projects and assemble prior to the start of work.</p> <p>3.2 Explain ways that information required for projects can be identified, obtained and recorded before work starts.</p> <p>3.3 Describe the types of information that should be obtained before work starts on typical projects.</p>
<p>4 Organise attendance for sub-contractors in accordance with project and contractual agreements.</p>	<p>4.1 Plan and implement attendance requirements that meets project and contractual requirements.</p> <p>4.2 Arrange and undertake meetings with sub-contractors to discuss project or contract requirements and attendance.</p> <p>4.3 Explain how attendance can be organised by contract or agreement for sub-contractors and attending workforce, in accordance with project requirements and contractual agreements.</p> <p>4.4 List factors that affect typical project requirements.</p> <p>4.5 Explain why attendance needs to be organised for contract or agreement for sub-contractors in accordance with project requirements and contractual agreements.</p>
<p>5 Plan and obtain sufficient resources of the appropriate type which will meet the project requirements and timescales.</p>	<p>5.1 Identify and procure at least three of the following resources for relevant projects:</p> <ul style="list-style-type: none"> <li>– people</li> <li>– plant, equipment or machinery</li> <li>– materials and components</li> <li>– sub-contractors</li> <li>– information.</li> </ul> <p>5.2 Explain how to identify and plan the use of resources for projects and why</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

	resource requirements should be planned.
	5.3 Explain why there is a need to plan the use of resources.
	5.4 Explain methods and procedures that can ensure sufficient resources are obtained.
6 Organise and control the site and resources so that conditions are safe, the site is tidy and creates a favourable image of the organisation, its products, its services and the project.	6.1 Implement and coordinate working areas, activities and resources against project requirements that allows sites to be safe and tidy.
	6.2 Coordinate and improve site operations to project a positive image of projects and relevant organisations.
	6.3 Describe ways of organising and controlling the site and resources so that the following conditions are met: <ul style="list-style-type: none"><li>– the site is safe</li><li>– the site is tidy</li><li>– a favourable image of the organisation is created</li><li>– a favourable image of the products in use and being produced is created</li><li>– a favourable image of the services being provided is created.</li></ul>
	6.4 Explain why there is a need to organise and control the site and resources.
7 Develop contingency plans to meet special requirements to minimise disruption to those likely to be affected by the works programme.	7.1 Identify any special requirements that may affect the works programme or surrounding areas on relevant projects.
	7.2 Implement plans, based on the results of special contingency identification, that will minimise disruption to those affected by the work programme.
	7.3 Delegate tasks to other team members to implement the developed contingency plans.



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 7.4 Outline how to develop plans to meet special requirements and contingencies.
- 7.5 Explain why there is a need to develop plans to meet special requirements and contingencies.

## Unit F/600/7351

# Controlling Project Progress against Agreed Quality Standards in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify and interpret quality standards from available information, and pass them to people responsible for their implementation before they start work.	1.1 Gather a range of sources which will identify quality standards for given projects. 1.2 Examine collected sources and define requisite quality standards. 1.3 Provide people responsible with relevant quality standards prior to work starting. 1.4 Describe where and how quality standards for given projects can be defined. 1.5 Explain how quality standards can be identified and interpreted. 1.6 Explain ways that quality standards can be passed on to people responsible for implementing them before starting work on a contract.
2 Specify clearly and unambiguously the responsibilities which individuals have for maintaining quality standards.	2.1 Produce a site quality plan or procedure showing individual responsibilities in accordance with quality standards. 2.2 Explain how responsibilities can be specified to individuals having to maintain quality standards, and who those individual may be for given projects. 2.3 Give reasons why the responsibilities which individuals have for maintaining quality standards need to be specified. 2.4 Explain methods that allows for the production of site quality plans or procedures in accordance with the quality standards.
3 Set up systems to inspect and control the quality of the work.	3.1 Establish and implement systems that can inspect ongoing work and completed work.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.2 Describe types of systems and methods that can be implemented to check quality standards.</p> <p>3.3 Explain how systems for inspecting and controlling the quality of work and record the outcomes should be set up.</p> <p>3.4 Give reasons why systems for inspecting and controlling the quality of work and records of the outcomes need to be set up.</p>
<p>4 Regularly check that work conforms to the design requirements and the specified quality standards.</p>	<p>4.1 Arrange inspections of ongoing and completed work on given projects.</p> <p>4.2 Record acceptance and rejection criteria for given project activities from inspection activities.</p> <p>4.3 Explain methods that checks that work conforms to design requirements and the specified quality standards.</p>
<p>5 Identify work which fails to meet the requirements and specified quality standards and implement corrective action.</p>	<p>5.1 Establish, through investigation and comparison with quality standards, work that is identified as sub-standard.</p> <p>5.2 Plan and arrange appropriate corrective actions.</p> <p>5.3 Describe ways that identifies and records work that fails to meet the requirements and specified quality standards.</p> <p>5.4 Explain how to implement corrective action where work fails to meet the requirements and specified quality standards.</p>
<p>6 Inform decision-makers about significant variations of quality standards and recommend solutions they need to make and actions they need to take.</p>	<p>6.1 Communicate with decision makers about identified significant variations of quality standards on given work activities.</p> <p>6.2 Suggest actions and solutions to decision-makers that take into account the following:</p> <ul style="list-style-type: none"> <li>– quality standards</li> <li>– effects of quality on the programme</li> </ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

		<ul style="list-style-type: none"><li>– effects of quality on safety</li><li>– effects of quality on finished product.</li></ul>
	6.3	Explain methods and techniques that can be used to inform decision-makers about significant variations in quality standards that may affect programme, safety implications and the finish to the product.
	6.4	Explain how solutions, which decision-makers need to make about significant variations in quality standards and advice on the actions they need to take, can be recommended.
	6.5	Explain ways of recommending improvements to decision-makers, and why recommendations should be made.
7	Identify conflicts between quality standards and refer them to decision-makers for resolution.	7.1 Establish conflicts between given quality standards and ongoing work activities.
		7.2 Communicate sufficient information about quality standard conflicts to decision makers.
		7.3 Explain how conflicts between quality standards can be identified.
		7.4 Describe how conflicting quality standards can be referred to decision-makers for resolution.
8	Identify improvements from feedback received and recommend them to decision-makers.	8.1 Analyse work activities from received feedback against project requirements and establish where improvements to quality standards can be made.
		8.2 Communicate suggested improvements to quality standards to decision makers.
		8.3 Explain how improvements in quality standards from feedback can be identified.
		8.4 Describe ways that recommended improvements can be made to decision-makers.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>9 Agree amendments to the project quality standards and record them accurately.</p>	<p>9.1 Establish and gain approval on changes that can be made to project quality standards with decision makers.</p> <p>9.2 Document in sufficient detail and accuracy in the correct format, approved changes made on project quality standards.</p> <p>9.3 Explain how agreed amendments to the project quality standards with decision-makers can be made.</p> <p>9.4 Explain methods that allows for the recording of amendments to project quality standards.</p>

## Unit D/600/7356

# Controlling Project Progress against Agreed Programmes in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Develop and implement systems to monitor and record the progress of the project against the agreed programme(s).	1.1 Plan a system that meets organisational requirements that will monitor and record work progress for given projects.  1.2 Investigate and monitor the progress of given projects against agreed programmes using at least four of the following systems: – visual inspection(s) – resource records – site inspection reports – contractor’s report – certified payments – site meetings – organisational procedures – management reports – benchmarks – comparison with project requirements.  1.3 Document findings of monitoring systems on given projects using written, graphical and electronic formats.  1.4 Explain how systems for monitoring and recording the progress of projects against agreed programmes can be developed.  1.5 Give reasons why systems, that monitor and record project progress project against agreed programmes, should be developed.
2 Collect progress information regularly and summarise it for relevant people.	2.1 Gather and accumulate information on work progress of given projects on a planned frequent basis.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>2.2 Present a summary of findings on work progress in suitable formats to relevant people.</p> <p>2.3 Explain ways that information on work progress can regularly be collected.</p> <p>2.4 Explain ways of accurately summarising progress information to relevant people.</p> <p>2.5 Outline who would need to be informed about work progress on given projects.</p>
<p>3 Identify inadequate or inappropriate resources, inform relevant people, and specify and obtain alternative resources.</p>	<p>3.1 Examine work activities on given projects in order to identify inadequate or inappropriate resources.</p> <p>3.2 Inform relevant people in sufficient detail using appropriate formats where inadequate or inappropriate resources have been identified.</p> <p>3.3 Source and obtain alternative resources that meet project requirements.</p> <p>3.4 Explain ways that inadequate and inappropriate resources can be identified.</p> <p>3.5 Explain different methods that can inform relevant people about inadequate and inappropriate resources.</p> <p>3.6 Explain different methods of specifying and obtaining alternative resources.</p>
<p>4 Identify and quantify any deviations from planned progress which have occurred, or which may occur, that could disrupt the programme.</p>	<p>4.1 Inspect work activities against planned progress to identify deviations that have occurred or which may occur.</p> <p>4.2 Analyse work activity inspection results and quantify current, or predicted, deviations that could disrupt the agreed programme.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>4.3 List and describe factors that can create deviations in planned progress on typical projects.</p> <p>4.4 Explain how deviations from planned progress, which has occurred and which may occur, can be identified.</p> <p>4.5 Explain how deviations from the planned progress, which may disrupt the programme, can be identified.</p> <p>4.6 Explain ways that deviations from planned progress can be quantified.</p> <p>4.7 Give reasons why deviations from planned progress need to be identified and quantified.</p>
<p>5 Investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action.</p>	<p>5.1 Examine and analyse the circumstances of any identified deviations to planned progress on given projects.</p> <p>5.2 Conclude, gain approval and implement corrective actions where deviations to planned progress have been identified.</p> <p>5.3 Explain how circumstances of deviations from planned progress can be investigated.</p> <p>5.4 Explain ways that corrective action for deviations from planned progress with relevant people can be agreed.</p> <p>5.5 Explain how agreed corrective action for deviations from planned progress can be implemented.</p> <p>5.6 Give reasons why corrective actions must be agreed.</p>
<p>6 Recommend options to relevant people that aim to maintain or improve cost and progress.</p>	<p>6.1 Identify and analyse project progress against planned progress for given projects.</p>



Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>6.2 Suggest a range of alternatives that will maintain and improve project progress, to relevant people using appropriate formats.</p> <p>6.3 Explains methods that allow recommend options that will help the project progress.</p> <p>6.4 Explain why recommendations, that will minimise increases in cost and time and help the project progress, need to be made.</p>
<p>7 Inform relevant people about changes to the operational programme, resource needs and suggest the decisions and actions that need to be taken to maintain progress.</p>	<p>7.1 Identify changes that need to be made to the operational programme following investigations of work activities and resource use on given projects.</p> <p>7.2 Analyse and determine actions that need to be taken to maintain progress.</p> <p>7.3 Provide options to relevant people that allow project progress to be maintained.</p> <p>7.4 Explain methods that can regularly informed relevant people about changes to operational programmes and demands on resources.</p> <p>7.5 Explains ways and techniques of suggesting decisions and actions that need to be taken to maintain progress.</p>
<p>8 Identify improvements to progress from feedback received and recommend them to relevant people.</p>	<p>8.1 Seek, collect and collate information on work progress on given projects.</p> <p>8.2 Analyse collated information to identify improvements that can be made to the work progress on given projects.</p> <p>8.3 Provide suggestions to relevant people that allow improvements to work progress.</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 8.4 Explain how improvements to progress can be identified from feedback received.
- 8.5 Explain ways of recommending improvements in progress to relevant people.
- 8.6 Give reasons why recommended improvements in progress to relevant people need to be made.

## Unit M/600/7359

# Managing Personal Development in a Construction-related Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Define your personal aims and objectives for undertaking development.	1.1 Analyse, determine and record personal aims and objectives to meet work requirements.  1.2 Explain what are aims and objectives for undertaking development and how personal aims can be defined.  1.3 Give reasons why aims and objectives should be defined.
2 Contact sources of support and guidance to identify recognised standards for you to manage your personal development.	2.1 Communicate with at least three of the following sources of support and guidance and the standards identified: – national bodies – industry bodies – professional institutions – further education organisations – training providers – in-house resources – line manager – colleagues – trade periodicals and journals – electronic sources.  2.2 Explain how to contact sources of support and guidance to identify recognised standards.  2.3 Give reasons why recognised standards for undertaking personal development should be identified.
3 Analyse the current level of your knowledge and performance and develop a profile of your development needs.	3.1 Examine the current level of their work performance and compare against selected and recognised standards.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.2 Determine and profile their present competence and personal development needs.</p> <p>3.3 Describe how to analyse current personal levels of knowledge and performance against selected and recognised standards.</p> <p>3.4 Explain the factors that determine personal development needs</p> <p>3.5 Explain ways that personal development needs can be profiled.</p> <p>3.6 Give reasons why a profile of personal development needs should be developed.</p>
<p>4 Prepare a development plan for achieving identified development needs.</p>	<p>4.1 Develop a personal development plan based on identified development needs.</p> <p>4.2 Describe ways that personal development plans can be prepared.</p> <p>4.3 Explain why a personal development plan should be prepared.</p>
<p>5 Undertake development activities aimed at achieving identified development needs, reviewing and recording progress and the effectiveness of the activities.</p>	<p>5.1 Identify and engage in development activities suitable for meeting personal development needs.</p> <p>5.2 Establish and/or use processes that can review development progress.</p> <p>5.3 Record the effectiveness of development activities.</p> <p>5.4 Explain ways that development activities to achieve personal development needs can be undertaken.</p> <p>5.5 Explain the methods that can be used that reviews and records</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>6 Measure achievement of identified development needs and record evidence of knowledge and competence gained against recognised standards.</p>	<p>progress and evaluates effectiveness of activities.</p> <p>6.1 Evaluate achievements of identified development needs from profiled personal developments.</p> <p>6.2 Compare and record achievements of knowledge and competence gained against recognised standards.</p> <p>6.3 Explain how achievement of identified personal development needs can be measured.</p> <p>6.4 Explain ways that evidence of personal knowledge and competence against identified national standards can be recorded.</p>
<p>7 Review the cycle of personal development aims and objectives to revise and update aims and objectives to suit changing circumstances.</p>	<p>7.1 Conduct regular reviews on personal aims and objectives.</p> <p>7.2 Measure and update personal development plans that meet changing work circumstances.</p> <p>7.3 Explain how the reviewing of the cycle of updating personal aims and objectives can be undertaken.</p> <p>7.4 Explain methods that allows for the revision and updating of personal aims and objectives that suit changing circumstances.</p> <p>7.5 Give reasons why personal development plans should be reviewed, revised and updated.</p>

## Unit K/600/7554

### Contributing to the Identification of Work Teams in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify any significant factors which will affect the number, type and availability of people and services.	1.1 Examine and analyse project requirements and consider at least three of the following significant factors: <ul style="list-style-type: none"><li>– location</li><li>– cost</li><li>– time</li><li>– skills, experience and knowledge required and available</li><li>– training and development requirements</li><li>– current legislation.</li></ul> 1.2 Explain methods that can identify significant factors that can affect numbers, types and availability of people or services for typical projects.
2 Evaluate and record the quality and potential reliability of people or services, and circulate the results to decision-makers.	2.1 Undertake a selection, assessment and recording process on at least two of the following people or services to check that their work quality and reliability meets organisational requirements: <ul style="list-style-type: none"><li>– technical staff</li><li>– sub-contractors</li><li>– specialist services</li><li>– operatives.</li></ul> 2.2 Inform decision makers of the outcomes of quality and reliability checks made on relevant people or services.2.3 Describe methods that can evaluate and record the quality and potential reliability of people or services.2.4 Explain typical ways and techniques of circulating results from evaluations of quality and potential reliability to decision-makers.

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

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|---|--|-----|--|
| 3 | Negotiate and agree proposals which are likely to produce effective teams. | 3.1 | Consult people or service providers selected as meeting programme requirements, and agree proposals for their effective participation with relevant projects.  |
|   |  | 3.2 | Confirm team members on relevant projects with selected people or service providers.   |
|   |  | 3.3 | Explain factors that allow proposals to be made for team membership from selected people or service providers.   |
|   |  | 3.4 | Explain negotiation methods that can be used to get appropriate people or services for given teams.  |
| 4 | Follow rules and formalities for obtaining people and services.            | 4.1 | Identify and apply at least two of the following rules and formalities when identifying team members for relevant programmes of work: <ul style="list-style-type: none"><li>– contractual</li><li>– current legislation</li><li>– codes of practice</li><li>– organisational procedures</li><li>– certification of competence.</li></ul> |
|   |  | 4.2 | Explain how to work within current rules and formalities governing the identification of work teams.   |
|   |  | 4.3 | Give reasons on why they must work within current rules and formalities when identifying teams   |

## Unit R/600/7323

# Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify the environmental management considerations and establish methods of work that will support sustainability by examining project data.	1.1 Examine relevant project data and establish the required considerations for environmental management. 1.2 Identify methods of work for relevant projects that will support sustainability. 1.3 Explain how, and what types, of project data should be examined to identify the needs of environmental management. 1.4 Explain methods and techniques of examining project data in order to identify and establish methods of work that will support sustainability. 1.5 Give reasons why the needs of environmental management and sustainable work methods need identifying.
2 Encourage a culture of environmental awareness and support for sustainability in the workforce.	2.1 Adopt and implement policies that cover environmental management and sustainability procedures. 2.2 Apply methods or procedures that encourage workforces to support sustainability and environment matters in the workplace. 2.3 Explain how a culture of environmental awareness and support for sustainability in the workforce can be encouraged. 2.4 Give reasons why a culture of environmental awareness and support for sustainability in the workforce should be encouraged.
3 Delegate duties for environmental management and monitoring sustainable work methods.	3.1 Evaluate environmental management requirements of projects and determine numbers and types of people needed.



Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.2 Assign environmental management duties to selected people.</p> <p>3.3 Inform the people selected of the monitoring activities to be undertaken in the workplace on sustainable work methods.</p> <p>3.4 Explain how and why duties for environmental management and monitoring sustainable work methods should be delegated.</p>
<p>4 Assess the significance of environmental factors as they affect the project and take appropriate action.</p>	<p>4.1 Consider at least four of the following environmental factors when ongoing work activities are being assessed:</p> <ul style="list-style-type: none"> <li>– appearance</li> <li>– ecological</li> <li>– natural conservation</li> <li>– historical conservation</li> <li>– noise</li> <li>– emissions to air, land and water</li> <li>– sustainable, economic and social</li> <li>– traffic management</li> <li>– waste management and recycling.</li> </ul> <p>4.2 Evaluate the impact of work on the environment and apply corrective measures to eliminate or reduce effects on environmental factors.</p> <p>4.3 Explain ways of assessing significance of environmental factors as they affect projects and describe what actions ought to be taken.</p>
<p>5 Monitor project work against sustainability requirements and take appropriate action to ensure progress.</p>	<p>5.1 Assess ongoing project work against at least four of the following sustainability requirements:</p> <ul style="list-style-type: none"> <li>– reuse and recycled waste</li> <li>– recycled or sustainable materials</li> <li>– contact with neighbours</li> <li>– health and safety</li> </ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

	<ul style="list-style-type: none"><li>– protection of the natural environment, biodiversity and heritage</li><li>– new legislation, technologies and skills</li><li>– pollution control</li><li>– material acquisition, use and storage.</li></ul>
	5.2 Define the term sustainability and list the factors that make up sustainability requirements.
	5.3 Evaluate results of project work monitoring and apply corrective measures which maintain sustainability requirements and progress of work.
	5.4 Explain ways and techniques of monitoring project work against sustainability requirements and how to take appropriate action to ensure progress.
6 Record good practice in environmental management and sustainable methods of work and make recommendations to people responsible.	6.1 Document results from workplace sustainability and environmental evaluations.
	6.2 Identify good practice achieved on relevant activities and inform at least three of the following people responsible: <ul style="list-style-type: none"><li>– the client, customer or their representative</li><li>– contractors</li><li>– consultants</li><li>– sub-contractors</li><li>– suppliers</li><li>– workforce</li><li>– internal management.</li></ul>
	6.3 Describe ways of recording good practice in environmental management and sustainable work methods.
	6.4 Explain methods and techniques of making recommendations of good practice to the people responsible.

## Unit M/600/7331

# Planning the Preparation of the Site for the Project or Operation in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Assemble and review information used in the preparation of the project or operation plan, clarify information which is not clear and update it for production planning purposes.	<p>1.1 Maintain, verify and update the project or operation plan using at least four of the following sources of information:</p> <ul style="list-style-type: none"><li>– survey reports</li><li>– design information</li><li>– contractual information</li><li>– statutory consents</li><li>– contracts pre-planning information</li><li>– health, safety and environmental plans</li><li>– risk assessments and method statements</li><li>– programmes and schedules</li><li>– about competent people</li><li>– sub-contractor arrangements and attendance.</li></ul> <p>1.2 Describe different ways of assembling information needed for the preparation of the project or operation plan.</p> <p>1.3 Explain techniques that can be used to clarify project information that is not clear.</p> <p>1.4 Explain the procedures that can be implemented that keeps project or operation information up to date.</p> <p>1.5 Give reasons why information should be assembled, clarified and kept up to date, and explain the consequence if this is not undertaken.</p>
2 Identify factors for consideration, record them and pass them on to people who may be affected.	2.1 Identify and record preparation information in which at least four of the following factors have been considered:

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

		<ul style="list-style-type: none"> <li>– site conditions</li> <li>– environment considerations</li> <li>– vehicular access</li> <li>– security and trespass</li> <li>– public utilities</li> <li>– heritage status</li> <li>– sustainability.</li> </ul>
		2.2 Distribute relevant preparation information to those needing that information.
		2.3 Explain how relevant factors for consideration should be identified and recorded when planning preparations for sites or operations.
		2.4 Explain different ways of passing on records of factors considered to people who will be affected.
		2.5 Give reasons why considered and recorded factors should be passed onto people affected and explain possible consequences should this not be done.
3	Identify access and egress points for the site and works which are safe, convenient and minimise disruption.	3.1 Plan traffic management systems that include chosen and agreed site and work access and egress points.
		3.2 Explain ways of identifying access and egress points for the site and works which are the most convenient for works or operations traffic and which minimise disruption.
		3.3 Explain the methods of and factors that should be identified when preparing traffic management plans.
4	Organise the resources required for the preparation of site or work operations.	4.1 Assign at least four of the following resources in order to prepare sites or activities: <ul style="list-style-type: none"> <li>– people</li> <li>– plant, equipment or machinery</li> </ul>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> <li>– materials and components</li> <li>– sub-contractors</li> <li>– information</li> <li>– work area and facilities</li> <li>– waste management</li> <li>– utility providers.</li> </ul> <p>4.2 Explain how resources for sites or activities should be organised.</p> <p>4.3 Explain different methods that allows for the assigning of resources for site or operational preparations.</p> <p>4.4 Explain how resources used in sites or operations preparation can be utilised into project work or activities.</p>
<p>5 Give accurate details about the proposed work to the utility and emergency services.</p>	<p>5.1 Collate and record information that relates to site or operations access, layout, evacuation and hazards.</p> <p>5.2 Communicate information about the proposed works access, layout, evacuation and hazards to relevant utility and emergency services.</p> <p>5.3 Describe the type or types of works that are carried out by the organisation and, if relevant, within which sectors of industry.</p> <p>5.4 Explain how and why details about proposed works should be given to utility and emergency services.</p> <p>5.5 Explain methods and techniques of giving details of site access, layout, evacuation and hazards to utility and emergency services.</p>
<p>6 Make arrangements for adequate site or operational safety, welfare, environmental protection and security.</p>	<p>6.1 Identify arrangements needed for site or operational safety and welfare before work starts and review as work progresses.</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

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| 7 | Plan the site or area layout for operational purposes and pass information about the plans to the people on the site. | 6.2 | Identify procedures needed to protect the environment relative to the site or operations.   |
|   |   | 6.3 | Arrange procedures for site or operational security.  |
|   |   | 6.4 | Explain how adequate site safety for proposed works or activities should be ensured when planning preparations for sites or operations.                   |
|   |   | 6.5 | Explain how and why considerations of relevant factors should be made when arranging site safety, welfare, environmental protection and security.         |
|   |   | 6.6 | Describe various procedures that can ensure adequate security of sites or operations.   |
|   |   | 6.7 | Explain ways that arrangements for health, safety and welfare can be reviewed as work progresses.   |
|   |   | 7.1 | Identify and arrange the layout of sites or areas for work operations to take place.  |
|   |   | 7.2 | Identify and arrange required resources and delivery of materials, storage areas for materials and waste collection locations for projects or operations. |
|   |   | 7.3 | Identify and arrange recycling procedures for sites or operations.  |
|   |   | 7.4 | Record and arrange that information about site or operation layouts are communicated to relevant people.  |
|   |   | 7.5 | Explain how and why the site or area layout should be planned for operational purposes.   |

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>7.6 Describe the factors that should be taken into account when planning the layout of sites or areas for operations.</p> <p>7.7 Explain methods and techniques of communicating information about site or area layout plans.</p> <p>7.8 Explain how the planning of storage and use of materials and components is carried out so that material handling is efficient and wastage is minimised.</p>
<p>8 Ensure notices to people, which provide information that complies with current legislation, are placed and maintained.</p>	<p>8.1 Identify the types and number of notices required for the site or operation and ensures that they meet current legislation.</p> <p>8.2 Arrange for the positioning of relevant notices at specified locations.</p> <p>8.3 Produce a maintenance schedule for relevant notices.</p> <p>8.4 Explain ways and methods of placing and maintaining information notices for people, the public, visitors and workforce.</p> <p>8.5 Give reasons for maintaining notices for people, the public, visitors and the workforce and explain the possible consequences should this not happen.</p> <p>8.6 Explain how maintenance schedules for information notices can be prepared and implemented.</p>

## Unit Y/600/7338

# Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify major activities, determine the resources needed from the information available and prepare draft work programmes and schedules.	1.1 Determine and investigate major site activities on various projects. 1.2 Identify the required resources for major site activities from available project information. 1.3 Plan initial work programmes and schedules for various projects ensuring that activities and resources meet project requirements. 1.4 Explain ways that allows major work activities to be identified. 1.5 Explain how needed resources can be determined from the information available. 1.6 Explain how draft programmes and schedules can be prepared and why they need to be prepared.
2 Evaluate alternative methods, resources and systems in order to select the best solution to meet project requirements.	2.1 Examine current production methods, resources and systems. 2.2 Evaluate findings of production methods, resources and system examinations to identify alternative methods, resources and systems. 2.3 Explain ways that can evaluate alternative work methods, resources and systems. 2.4 Describe how the best solutions to meet project requirements can be selected. 2.5 Describe the factors that determine project requirements.



Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Obtain clarification and advice where the resources needed are not available.</p>	<p>3.1 Consult with at least two of the following to gain advice on lack of suitable resources:</p> <ul style="list-style-type: none"> <li>– the client, customer or their representative</li> <li>– consultants</li> <li>– project team partners</li> <li>– workforce</li> <li>– technical and trade literature.</li> </ul> <p>3.2 Explain how clarification and advice can be obtained when the resources needed are not available, and who with.</p>
<p>4 Analyse the activities against project requirements and the requirements of external factors.</p>	<p>4.1 Examine work activities against project requirements for various projects.</p> <p>4.2 Identify the effects of at least four of the following external factors on project requirements:</p> <ul style="list-style-type: none"> <li>– other related programmes</li> <li>– supply lead times</li> <li>– contingencies</li> <li>– special working conditions</li> <li>– weather conditions</li> <li>– statutory limitations</li> <li>– site conditions</li> <li>– environmental considerations</li> <li>– customers.</li> </ul> <p>4.3 Explain how work activities can be analysed against project requirements.</p> <p>4.4 Describe ways that external factors can be identified and considered.</p> <p>4.5 Explain how work activities can be analysed against external factors.</p>
<p>5 Determine how long each activity will take, identify activities which influence each</p>	<p>5.1 Identify the duration of project activities.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>other and sequence them logically and realistically so that they make the best use of the resources available.</p>	<p>5.2 Investigate and identify work activities that influence each other.</p> <p>5.3 Schedule the sequence of work activities in order to use resources effectively.</p> <p>5.4 Describe how durations of programmes and schedules can be calculated.</p> <p>5.5 Explain how to identify work activities that can influence each other.</p> <p>5.6 Explain methods that can make best use of resources when sequencing activities logically and realistically.</p>
<p>6 Ensure the production of detailed programmes and schedules of planned activities which are consistent with the complexity of the project.</p>	<p>6.1 Specify work programmes and schedules that consist of at least two of the following:</p> <ul style="list-style-type: none"> <li>– bar charts</li> <li>– network analysis</li> <li>– critical activities</li> <li>– action lists</li> <li>– resource schedules.</li> </ul> <p>6.2 Explain how the production of detailed programmes and schedules are ensured.</p> <p>6.3 Explain methods that ensure programmes and schedules of planned activities are consistent with the complexity of the project.</p>
<p>7 Develop a system to monitor the works programmes and schedules, implement it and use the results to improve production and planning.</p>	<p>7.1 Plan and implement systems that can monitor works programmes and schedules.</p> <p>7.2 Monitor works programmes and schedules using a developed monitoring system.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>7.3 Analyse results of monitoring systems and make recommendations to improve production and planning.</p> <p>7.4 Explain how systems can be developed that monitor works programmes and schedules.</p> <p>7.5 Explain how systems for monitoring works programmes and schedules can be developed.</p> <p>7.6 Explain ways that systems for monitoring works programmes and schedules can be implemented.</p> <p>7.7 Explain how the using of monitoring results of work programmes and schedules can improve production and planning.</p>
<p>8 Identify alterations to the works programmes and schedules to ensure they will meet changed circumstances.</p>	<p>8.1 Examine work activities and compare to works programmes and schedules.</p> <p>8.2 Identify alterations to work programmes caused by circumstances, and calculating cost and time benefits for required changes.</p> <p>8.3 Seek and obtain decision-maker's endorsement of changes to the works programmes and schedules.</p> <p>8.4 Explain how alterations to works programmes and schedules can be identified.</p> <p>8.5 Describe ways of ensuring that alterations to work programmes and schedules meet changed circumstances.</p>

## Unit Y/600/7341

# Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Ensure that the specification of the selected plant, equipment or machinery meets the needs of the project before deployment.	1.1 Review the specifications for plant, equipment or machinery and evaluate against project or operational requirements.  1.2 Describe ways of ensuring that the specifications for plant, equipment or machinery meet the needs of the project or operation before deployment.  1.3 Explain why it is important that the plant specification meets the needs of the project or operation.
2 Ensure that the plant, equipment or machinery to be deployed complies with current legislation and will be set up, operated and maintained by competent people.	2.1 Devise and implement a system to ensure pre-use checks, inspections, thorough examinations and tests have been conducted on plant, equipment or machinery.  2.2 Explain how to ensure that plant, equipment or machinery complies with current legislation and why.  2.3 Carry out checks on the competence of people who will set up, operate and maintain plant, equipment or machinery.  2.4 Explain the methods of checking competence of those setting up, operating and maintaining plant, equipment or machinery.  2.5 Give reasons as to why competences of those setting up, operating and maintaining plant, equipment or machinery should be checked.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Implement a system to update the deployment and allocation of plant, equipment or machinery, and operators, as the project progresses or changes occur.</p>	<p>3.1 Devise and action a system that tracks the deployment, allocation and use of plant, equipment or machinery.</p> <p>3.2 Explain the various methods of implementing an effective system that can update the deployment and allocation of plant, equipment or machinery as projects or operations progresses or changes occur.</p> <p>3.3 Explain why a system for updating the deployment and allocation of plant, equipment or machinery is needed.</p> <p>3.4 Make recommendations on the use of alternative types of plant, equipment or machinery to decision makers.</p> <p>3.5 Describe ways of recommending alternatives to decision makers.</p>
<p>4 Identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment.</p>	<p>4.1 Evaluate risks arising from hazards and apply measures in order to protect the workforce, general public, visitors and the environment relating to three of the following:</p> <ul style="list-style-type: none"> <li>– methods of work</li> <li>– risk assessment</li> <li>– safe use and storage of tools</li> <li>– safe use and storage of materials</li> <li>– traffic management</li> <li>– emergency plans.</li> </ul> <p>4.2 Explain the various methods of identifying hazards and assessing risks arising from the use of plant, equipment or machinery.</p> <p>4.3 Describe ways to implement measures to protect people and the environment.</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

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| 5 | Ensure that plant, equipment or machinery operations are planned, appropriately and supervised and conducted in accordance with current legislation. | 5.1 | Write or approve method statements for plant, equipment or machinery operations and pass the information on to the people concerned.   |
|   |  | 5.2 | Describe various methods of writing or approving method statements for the use of plant, equipment or machinery.   |
|   |  | 5.3 | Explain the techniques that can be used to pass on information effectively.  |
|   |  | 5.4 | Explain how to ensure that plant, equipment or machinery operations are supervised and conducted in accordance with current legislation.   |
|   |  | 5.5 | Establish the roles and responsibilities allocated to plant, equipment or machinery supervisors, operators and users.  |
|   |  | 5.6 | Explain how to maintain effective records for the competence of supervisors, operators and users.  |
| 6 | Ensure the appropriate storage, servicing and maintenance of plant, equipment or machinery to meet operational and statutory requirements.           | 6.1 | Arrange the storage, servicing and maintenance of plant, equipment or machinery.   |
|   |  | 6.2 | Carry out checks to ensure serviceability and maintenance of plant, equipment or machinery as appropriate to at least three of the following operational or statutory requirements:<br>– health, safety and welfare of the workforce and others<br>– operational efficiency<br>– security of resources<br>– obligations to third parties<br>– regulatory authorities |

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- contractual commitments.
- 6.3 Explains ways of ensuring, and why is important that, plant, equipment or machinery is stored, serviced and maintained in accordance with operational and statutory requirements.
- 7 Identify learning needs for supervisors, operators and users of plant, equipment or machinery that will or could support the project or future projects or operations.

  - 7.1 Establish the learning needs of plant supervisors, operators and users and review the information obtained for at least two of the learning activities:

    - formal
    - informal
    - coached
    - mentored
    - vocationally qualifying.
  - 7.2 Explain the various methods of identifying learning needs of plant supervisors, operators and users and how to compare with the needs of future projects or operations.
  - 7.3 Describe ways of obtaining information on ranges of learning activities.
  - 7.4 Explain how the learning development for plant supervisors, operators and users can be arranged.
- 8 Encourage those involved or affected by plant, equipment or machinery operations to suggest improvements in safe operations.

  - 8.1 Provide opportunities to at least four of the following in order to suggest improvements in safe operations:

    - supervisors
    - operators
    - users
    - other members of the workforce
    - members of the public

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- occupiers
  - neighbours
  - visitors
  - organisational representatives
  - hire firm(s), companies or agents.
- 8.2 Explain how to encourage those involved or affected by plant, equipment or machinery operations to suggest safe improvements.
- 8.3 Explain why encouragement is needed in suggesting improvements to plant, equipment or machinery operations.
- 9 Ensure that plant, equipment or machinery which is no longer needed is returned or removed.
  - 9.1 Make arrangements to allow plant, equipment or machinery to be, or specified to be, removed or returned.
  - 9.2 Describe the various methods of ensuring that plant, equipment or machinery not needed is returned or removed.
  - 9.3 Give reasons why plant, equipment or machinery should be returned or removed when not required.



## Unit H/600/7343

# Organising, Controlling and Monitoring Supplies of Materials in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Analyse operational plans and quantities to assess what supplies of materials will be required and calculate and develop a delivery schedule.	1.1 Examine operational plans and quantities for various projects. 1.2 Calculate delivery and lead times. 1.3 Schedule deliveries and traffic management. 1.4 Explain how operational plans and quantities can be analysed to assess what materials will be required. 1.5 Explain methods that can calculate delivery and lead times for supplies of materials and why they should be calculated. 1.6 Give reasons why it is necessary to analyse operational plans and quantities to assess what materials will be required. 1.7 Explains ways that delivery schedules can be developed. 1.8 Give reasons why delivery schedules and traffic management are required.
2 Identify opportunities to standardise supplies of materials.	2.1 Seek ways of standardising supplies that can improve at least one of the following: – economy of usage – cost – environmental impact – sustainability. 2.2 Explain ways that opportunities for standardising supplies of materials can be identified. 2.3 Explain how standardisation of materials can assist projects.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Check with the delivery schedule and users to confirm what supplies of materials are needed and ensure appropriate orders are prepared.</p>	<p>2.4 Give reasons why opportunities for material standardisation should be considered.</p> <p>3.1 Identify and confirm supplies of required materials against delivery schedules.</p> <p>3.2 Carry out checks that ensure appropriate orders are prepared.</p> <p>3.3 Explain methods of checking delivery schedules and with users so that material needs are identified.</p> <p>3.4 Describe ways that can ensure appropriate orders are prepared.</p> <p>3.5 Give reasons why checks must be made to ensure appropriate orders are prepared.</p>
<p>4 Conduct negotiations and meetings with suppliers and users so that goodwill and trust is maintained and agreed supply requirements are ensured.</p>	<p>4.1 Communicate and/or meet with both suppliers and users to identify and confirm supply requirements.</p> <p>4.2 Agree and monitor supply requirements for various projects with various suppliers.</p> <p>4.3 Explain methods and techniques of conducting negotiations and meetings with suppliers and users to ensure supply requirements are agreed.</p> <p>4.4 List and describe the factors and issues that determine and affect supply requirements.</p> <p>4.5 Explain how goodwill and trust can be maintained with suppliers and users.</p> <p>4.6 Explain how formal and informal meetings with suppliers and users can be conducted.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>5 Implement systems, to monitor the delivery schedule and the performance of suppliers, which will identify supply improvements.</p>	<p>5.1 Establish monitoring systems for supply delivery schedules.</p> <p>5.2 Establish monitoring systems that checks the performance of suppliers.</p> <p>5.3 Establish at least three of the following factors used in materials control:</p> <ul style="list-style-type: none"> <li>– quality</li> <li>– quantity</li> <li>– payment to suppliers</li> <li>– approval by client, customer or their representative</li> <li>– programming</li> <li>– cost.</li> </ul> <p>5.4 Identify improvements that can be made to material supply using information from monitoring systems.</p> <p>5.5 Explain how systems, that cover all necessary factors to monitor the delivery schedules, can be implemented.</p> <p>5.6 Explain how systems that can monitor the performance of suppliers against the agreed supply requirements can be implemented.</p> <p>5.7 Describe how identified improvements to delivery schedules can be recorded.</p> <p>5.8 Give reasons why the delivery schedule and performance of suppliers should be monitored.</p>
<p>6 Identify problems with supply, record them and take action to resolve them.</p>	<p>6.1 Analyse supply monitoring systems and delivery schedules and note identified supply problems.</p> <p>6.2 Implement appropriate methods to resolve identified supply problems.</p> <p>6.3 Explain methods that can identify problems with supply and supply</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

		requirements, how they can be recorded and what actions can be taken to resolve them.
	6.4	Explain how the delivery schedule can be modified to minimise disruption to the programme.
7	Identify changes likely to result in over or under supply and modify the delivery schedule to minimise disruption to the programme.	7.1 Regularly examine material supply performance against ongoing project requirements.
	7.2	Amend delivery schedules when material supplies are not meeting programme requirements or where excess materials are being supplied.
	7.3	Explain ways that can identify changes likely to result in over or under supply.
	7.4	Explain how to modify delivery schedules that minimises disruption to the programme.

## Unit J/600/7349

# Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify organisational and communication needs for the project.	<p>1.1 Examine and establish project communication requirements for projects that meets organisational needs.</p> <p>1.2 Consider at least four of the following organisational and communication systems when identifying communication needs:</p> <ul style="list-style-type: none"><li>– roles and responsibilities</li><li>– site or head office interface</li><li>– project administration</li><li>– health, safety, welfare and environmental needs</li><li>– project team interfaces</li><li>– integration of data</li><li>– sharing of project data</li><li>– team working</li><li>– the client, customer or their representative.</li></ul> <p>1.3 Explain how suitable organisational and communication systems can be identified for projects.</p>
2 Establish systems and procedures which are compatible with those used by the client, customer or their representative and the supply chain.	<p>2.1 Identify and implement communication systems and procedures that are compatible with clients, customers or their representatives, and supply chain systems.</p> <p>2.2 Manage, administer and control operational communication systems and procedures.</p> <p>2.3 Explain ways that systems, compatible with those used by clients, customers or their representatives and supply chains, can be established and introduced.</p> <p>2.4 Explains methods of establish communication and organisational systems that will enable clear effective</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	management, administrative and operational controls.
	2.5 Give reasons why communication and organisational systems, that will be compatible and provide control, are needed.
3 Produce project information and circulate it to people and organisations that have an interest.	3.1 Identify information needed for the project.
	3.2 Produce project information in relevant formats that will support the project.
	3.3 Distribute relevant project information on least one of the following to people that have an interest: <ul style="list-style-type: none"> <li>– information on people’s roles</li> <li>– details on people’s responsibilities</li> <li>– details of the organisational structure.</li> </ul>
	3.4 Describe ways that accurate and unambiguous information about people’s roles and responsibilities, the project and the organisational structure can be produced.
	3.5 Explain methods that allow for the circulation of information about people’s roles and responsibilities, and the project and organisational structure, to people and organisations that have an interest.
	3.6 Give reasons why information on people’s roles and responsibilities is important to people and organisations that have an interest.
4 Establish methods of communicating information between people and organisations that have an interest.	4.1 Identify people and organisations that have interest or need relevant project information.
	4.2 Put in place at least three of the following methods of communication for reporting, recording and retrieving relevant project

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

	information for relevant people and/or organisations: <ul style="list-style-type: none"><li>– oral</li><li>– written</li><li>– graphic</li><li>– electronic.</li></ul>
	4.3 List and describe who would likely to be included when establishing communication methods for projects
	4.4 Explain ways that methods of communicating, reporting, recording and retrieving information, between people and organisations that have an interest and appropriate to the needs of the project, can be established.
	4.5 Explain why methods of communicating, reporting, recording and retrieving information between interested people and organisations should be established.
5	Monitor the communication and organisational methods for effectiveness, identify and investigate breakdowns and take action to restore effective communication and organisation.
	5.1 Implement systems to monitor the effectiveness of communication and organisational methods.
	5.2 Establish causes of any communication and organisational method breakdowns.
	5.3 Restore effective communication and organisational; methods by implementing appropriate corrective actions.
	5.4 Explain methods that can monitor the communicating, reporting, recording and retrieving of information.
	5.5 Explain how breakdowns in communication and organisational systems can be identified.
	5.6 Describe how breakdowns in communication and organisational systems can be investigated and explain why they should be investigated.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>6 Use information received to make improvements to the organisation of the project and communication systems.</p>	<p>5.7 Explain actions that can be taken to restore effective communication and organisational systems.</p> <p>6.1 Gather relevant information about project organisation and communication systems.</p> <p>6.2 Establish where communication systems and project organisation can be improved.</p> <p>6.3 Implement processes that can improve communication systems and project organisation.</p> <p>6.4 Explain how possible improvements to methods of communicating and organisational systems can be identified.</p> <p>6.5 Give reasons why established systems should be improved.</p>
<p>7 Prepare for and manage meetings to meet objectives.</p>	<p>7.1 Prepare agendas, arrange venues, contact attendees in good time and agree objectives to be achieved during the meeting.</p> <p>7.2 Meet with stakeholders and colleagues, and facilitate constructive contributions and balanced and informed discussions on agenda items from attendees during the meeting.</p> <p>7.3 Run meetings with stakeholders and colleagues on time, ensure and agree that objectives have been achieved, and agree actions and responsibilities to be taken following the meeting.</p> <p>7.4 Explain how meetings should be managed that ensures objectives are met.</p> <p>7.5 Describe the different types of meetings that can be undertaken with stakeholders and colleagues.</p>



Learning Outcome - The learner will:	Assessment Criterion - The learner can:
8 Complete actions following the meeting to meet objectives.	8.1 Draft and circulate minutes of the meeting, and distribute necessary information to relevant people.  8.2 Monitor the completion of the agreed post-meeting actions.  8.3 Explain methods that ensure actions are completed following meetings and the objectives are met.  8.4 Describe ways evaluating the effectiveness of meetings.

## Unit R/600/7354

### Establishing Project Dimensional Control Criteria in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Obtain relevant survey information, check that it is up to date and accurate, and resolve any problems.	1.1 Collect, collate and analyse latest survey information for given projects.
	1.2 Identify and resolve at least two of the following problems when analysing survey information: – unclear information – missing information – inconsistencies between documents – errors.
	1.3 Explain ways that relevant survey information can be obtained.
	1.4 Explain how survey information can be checked to ensure it is up to date and accurate.
	1.5 Explain how problems with survey information can be resolved and why problems need to be resolved.
2 Correlate and interpret information on project work which is relevant to dimensional control.	2.1 Interpret appropriate dimensional control information and calculations for given projects.
	2.2 Correlate dimensional control information and calculations against relevant project work.
	2.3 Describe factors which determine dimensional control information.
	2.4 Explain how information on project work can be correlated with dimensional control information.
	2.5 Explain methods that can interpret information on project work which is relevant to dimensional control information.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Ensure that variations are identified between the specified and the actual site dimensions, record them accurately and circulate them to decision-makers.</p>	<p>2.6 Give reasons why information on project work, which is relevant to dimensional control information, needs to be correlated and interpreted.</p> <p>3.1 Establish variations between actual and specified site dimensions on given projects.</p> <p>3.2 Document identified variations of actual and specified site dimensions following organisational procedures.</p> <p>3.3 Distribute identified variations of actual and specified site dimensions to relevant decision makers.</p> <p>3.4 Describe possible causes of variations between specified and actual site dimensions.</p> <p>3.5 Explain how variations between the specified and the actual site dimensions can be identified.</p> <p>3.6 Explain ways of recording variations between the specified and the actual site dimensions.</p>
<p>4 Ensure that reference points are suitably placed, accurate, clearly identified and protected from movement or removal.</p>	<p>4.1 Place reference points on given projects according to project and organisational requirements, and ensure dimensional accuracy against set reference points.</p> <p>4.2 Ensure that placed reference points are identifiable as to purpose, and implement protection systems that eliminates movement, damage and/or removal.</p> <p>4.3 List and describe typical types of set reference points.</p> <p>4.4 Explain how to accurately set and clearly identify reference points from set reference points.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>5 Ensure a dimensional control monitoring system, which will make sure the specified accuracy criteria will be met, is established.</p>	<p>4.5 Explain methods that can protect reference points from movement and removal.</p> <p>5.1 Implement a relevant monitoring system that ensures dimensional control accuracy for given projects.</p> <p>5.2 Describe the elements of monitoring systems</p> <p>5.3 Explain how monitoring systems can be developed.</p> <p>5.4 Give reasons why monitoring systems should be developed.</p>
<p>6 Ensure that measuring and recording equipment is maintained to meet the specified accuracy criteria.</p>	<p>6.1 Establish the checks that are required to maintain and use measuring and recording equipment.</p> <p>6.2 Ensure that maintenance and user checks are carried on relevant measuring and recording equipment in accordance with relevant requirements.</p> <p>6.3 Explain how typical measuring and recording equipment used to establish dimensional control is used maintained.</p> <p>6.4 Give reasons why specific measuring and recording equipment should be selected for given projects.</p>
<p>7 Record any dimensional control information which may be of later use, and store it securely.</p>	<p>7.1 Identify and note the following when establishing and checking dimensional control information:</p> <ul style="list-style-type: none"> <li>– dimensions</li> <li>– locations</li> <li>– levels</li> <li>– deviations.</li> </ul> <p>7.2 Appropriately identify and securely store dimensional control information following organisational procedures where</p>

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

information can be retrieved for future use.

- 7.3 Explain the methods and procedures that can be used to record and store dimensional control information which may be of later use.

## Unit H/600/7357

### Controlling Project Quantities and Costs in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Implement appropriate quantities and cost control systems which are able to provide early warning of problems.</p>	<p>1.1 Plan and implement at least one of the following appropriate quantities and cost control systems on given projects:</p> <ul style="list-style-type: none"> <li>– contractual procedures and meetings</li> <li>– operational procedures and meetings</li> <li>– electronic records.</li> </ul> <p>1.2 List and describe the factors that determine quantities and cost data.</p> <p>1.3 Explain how appropriate project quantities and cost control systems, which will provide early warnings of problems, can be implemented.</p>
<p>2 Ensure that quantity and cost data is regularly collected, record it and pass it on to the appropriate people responsible in time for them to be able to use it.</p>	<p>2.1 Gather and collate information relating to quantities and costs on at least four of the following resources on a frequent basis:</p> <ul style="list-style-type: none"> <li>– people</li> <li>– plant, equipment or machinery</li> <li>– materials and components</li> <li>– sub-contractors</li> <li>– information</li> <li>– work area and facilities</li> <li>– waste management</li> <li>– utility providers</li> <li>– records of valuations of work completed.</li> </ul> <p>2.2 Document the findings of quantities and costs using appropriate formats and pass appropriate responsible people following organisational timescales.</p> <p>2.3 Explain methods that allows for quantities and cost data to be collected and recorded for the project and the resources used.</p> <p>2.4 Explain how to ensure that data is passed on to the people responsible in time for them to use it.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Ensure that work values, quantities and cost data are prepared.</p>	<p>3.1 Implement and monitor systems that ensures that cost calculations for given projects are undertaken.</p> <p>3.2 Implement and monitor systems that ensures that work values and quantities for given projects are undertaken.</p> <p>3.3 Explain how to ensure that correct work values, quantities and cost data are prepared.</p>
<p>4 Ensure that accurate quantities and cost data are prepared and presented in a format which will help the people responsible to make decisions.</p>	<p>4.1 Determine prepare and document the results of quantity and cost information for given projects</p> <p>4.2 Present analysed results on quantities and cost data to people responsible using relevant formats.</p> <p>4.3 Explain methods that can ensure that accurate quantities and cost data is presented in a format which will help people responsible to make decisions.</p>
<p>5 Ensure that variations and trends in quantities and cost data are identified, quantified and costed.</p>	<p>5.1 Plant and implement monitoring systems that will identify variations and trends in costs and quantities for given projects.</p> <p>5.2 Quantify and identify costs created by identified variations or trends in cost data and quantities.</p> <p>5.3 Explain how to ensure that variations and trends in quantities and cost data are identified, quantified and costed.</p> <p>5.4 Give reasons why trends in cost and quantities and cost data need to be quantified.</p>
<p>6 Ensure that any variations are investigated and agree and implement</p>	<p>6.1 Carry out investigations on identified variations in project quantities and costs and discuss with people responsible.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>appropriate corrective action with people responsible.</p>	<p>6.2 Seek and gain approval in order to implement at least one of the following corrective actions:</p> <ul style="list-style-type: none"> <li>– restore progress in accordance with agreed programme</li> <li>– agree new completion dates</li> <li>– initiate contract claim</li> <li>– secure additional resources</li> <li>– alter planned work.</li> </ul> <p>6.3 Explain how to ensure that variations in cost data are investigated and explain why variations in cost data need to be investigated.</p> <p>6.4 Explain methods and techniques of agreeing and implementing appropriate corrective actions with people responsible which will restore costs and expenditure to budget.</p> <p>6.5 Give reasons why appropriate corrective action with the people responsible, in order to restore costs and expenditure to budget, needs to be agreed and implemented.</p>
<p>7 Identify opportunities for cost savings and recommend them to people responsible.</p>	<p>7.1 Implement systems and processes that can identify opportunities for cost savings on given projects on at least two of the following:</p> <ul style="list-style-type: none"> <li>– waste reduction</li> <li>– resource management and logistics</li> <li>– applications of new technologies and materials</li> <li>– energy and utility management</li> <li>– recyclable and recoverable materials</li> <li>– alternative sources and types of materials</li> <li>– variations in quality</li> <li>– standardisation</li> <li>– revenue generation.</li> </ul>



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 7.2 Suggest opportunities for cost savings using suitable formats to people responsible.
- 7.3 Explain how opportunities for cost savings can be identified.
- 7.4 Explain how systems and processes which will assist in the identification of opportunities for cost savings, can be developed and recommended to the people responsible.
- 7.5 Give reasons why systems and processes, which identify opportunities for cost savings, need to be developed and recommended to people responsible.
- 7.6 Describe methods that can recommend opportunities for cost savings to people responsible.

## Unit K/600/7358

# Evaluating Feedback Information and Recommending Improvements in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Promote the value of making improvements from feedback and encourage the collection of feedback.</p>	<p>1.1 Devise processes that will promote, to others, the value of making and collecting feedback that can allow improvements to work progress.</p> <p>1.2 Encourage the collection of work improvement feedback from others from at least six of the following information sources:</p> <ul style="list-style-type: none"><li>– approved suppliers</li><li>– approved sub-contractors</li><li>– contract documentation</li><li>– project documentation</li><li>– organisational documentation</li><li>– standard details</li><li>– specifications</li><li>– product information</li><li>– government and statutory publications</li><li>– research and advisory data</li><li>– periodicals and abstracts.</li></ul> <p>1.3 Explain ways of promoting the value of making improvements from feedback received from information sources.</p> <p>1.4 Explain methods that can encourage the collection of feedback from information sources.</p> <p>1.5 Give reasons why the collection of feedback from information sources should be encouraged.</p>
<p>2 Ensure feedback information from relevant methods or sources is obtained, investigated and assessed.</p>	<p>2.1 Collect feedback information from at least three of the following methods or sources:</p> <ul style="list-style-type: none"><li>– project records and documentation</li><li>– site inspections</li><li>– scientific research and data</li><li>– studies of performance in use</li></ul>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> <li>– meetings</li> <li>– questionnaires</li> <li>– reports.</li> </ul> <p>2.2 Collate and evaluate feedback information using organisational or other methods to identify improvements to work progress.</p> <p>2.3 Explain ways that ensures that feedback from information sources is obtained using various methods and other sources.</p> <p>2.4 Explain methods that allows for the investigation and assessing of feedback from information sources using various methods and other sources.</p> <p>2.5 Give reasons why feedback from information sources needs to be investigated and assessed.</p>
<p>3 Recommend improvements from feedback received and justify the recommendations to relevant people.</p>	<p>3.1 Suggest improvements that can be made to work progress using evaluated feedback to relevant people.</p> <p>3.2 Justify to relevant people, for each suggested improvement, by providing reasons why improvements can be made.</p> <p>3.3 Explain ways that recommendations for improvements can be made from feedback received.</p> <p>3.4 Explain how recommendations for improvements from feedback can be justified to decision-makers.</p> <p>3.5 Give reasons why recommendations for improvements from feedback should be made and justified to decision-makers.</p>
<p>4 Summarise changes and improvements from feedback which</p>	<p>4.1 Summarise, using suitable formats, changes to work programmes which have resulted from sought feedback.</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

have been agreed and promote them for adoption and use.

4.2 Promote the adoption and use of improvements identified from feedback to those involved in maintaining progress of the work.

4.3 Explain methods that can allow the summary of changes and improvements made from feedback received.

4.4 Describe how the adoption of changes and improvements from feedback can be promoted.

## Unit H/600/7553

# Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Promote the benefits of learning by giving fair, regular and useful feedback on their team's work performance.	1.1 Analyse individual and collective work performances of team members on various activities.  1.2 Regularly provide feedback on individual and collective work performances that is fair and encourages an individuals' learning within their team.  1.3 Provide their team members with collective and individual reasons that promote the benefits of continual learning.  1.4 Describe the different techniques that can be used to promote benefits of learning to individuals and groups.  1.5 Explain the procedures and methods that should be used to give fair, regular and useful feedback to teams and individuals.
2 Work with their team to identify and prioritise learning needs and identify and obtain information on a range of possible learning activities.	2.1 Plan and communicate with individual team members to determine their immediate learning requirements for relevant work activities.  2.2 Obtain learning information for individual team members based on at least two of the following learning activities: – formal – informal – coached – mentored – vocationally qualifying – continuous professional development – professional membership.  2.3 Explain the methods and techniques of working effectively with teams and

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Discuss development needs with team members.</p>	<p>individuals in order to identify and prioritise learning needs.</p> <p>2.4 Outline possible ways of obtaining information from a range of learning activities.</p> <p>3.1 Meet with and identify development needs for team members based on the following areas:</p> <ul style="list-style-type: none"> <li>– current skills and knowledge</li> <li>– learning activities undertaken</li> <li>– learning objectives to be achieved</li> <li>– resource requirements for development</li> <li>– timescales.</li> </ul> <p>3.2 Explain methods and techniques of discussing and agree development needs with team members.</p>
<p>4 Support team members in undertaking learning activities by making efforts to remove any obstacles to learning.</p>	<p>4.1 Provide relevant assistance and support to individuals and the team when learning or updating skills and knowledge.</p> <p>4.2 Identify any relevant obstacles to an individual's learning and take actions to remove them.</p> <p>4.3 Explain procedures that could be implemented to allow support and assistance for team members who are undertaking learning activities.</p> <p>4.4 Describe the types and ways of identifying obstacles to learning for both individuals and teams.</p> <p>4.5 Explain how obstacles to learning for individuals and teams can be removed.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>5 Evaluate the learning activity undertaken with team members to ensure the desired outcomes have been achieved.</p>	<p>5.1 Appraise learning activities undertaken by individuals and the team on completion of learning programmes.</p> <p>5.2 Map the learning outcomes from completed learning programmes against team individual's pre-identified learning needs.</p> <p>5.3 Explain how to plan and implement evaluations on learning activities undertaken by team members.</p> <p>5.4 Describe methods that can measure desired outcomes from learning activities, and ways to ensure that they have been achieved.</p>
<p>6 Update development plans with team members.</p>	<p>6.1 Review team member's individual development plans and amend the plans following completed learning activities and/or identified learning needs.</p> <p>6.2 Explain the procedures that are or can be used to update development plans with team members.</p>

## Unit M/600/7555

# Planning Highways Maintenance or Repair Activities in the Workplace

### Learning Outcome - The learner will:

### Assessment Criterion - The learner can:

- |   |   |     |   |
|---|---|-----|---|
| 1 | Confirm the work requirements of planning highway maintenance or repair activities. | 1.1 | Identify and establish at least two of the following maintenance activities and at least five of the following repair activities on at least one of the following highways:<br>Maintenance: <ul style="list-style-type: none"><li>– scheduled and preventative</li><li>– unscheduled and corrective</li><li>– emergency.</li></ul> Repair: <ul style="list-style-type: none"><li>– structure</li><li>– surface</li><li>– materials</li><li>– markings</li><li>– fittings</li><li>– power and light</li><li>– drainage</li><li>– telecommunications</li><li>– special services and equipment</li><li>– landscaping</li><li>– traffic controls</li><li>– fencing.</li></ul> Highways: <ul style="list-style-type: none"><li>– dual carriageway</li><li>– single carriageway</li><li>– carriageway with footway</li><li>– motorway</li><li>– cycle way</li><li>– carriageway with hard shoulder.</li></ul> |
|   |   | 1.2 | Explain how work requirements for highways and its maintenance or repair can be confirmed.  |
|   |   | 1.3 | Explain who needs to be consulted when confirming work requirements for highways maintenance or repair.   |



**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- |   |  |     |  |
|---|--|-----|--|
| 2 | Identify and review influencing factors and guidance material about the work environment.      | 2.1 | Consider at least three of the following influencing factors when planning highway maintenance or repair activities: <ul style="list-style-type: none"><li>– organisational requirements</li><li>– contractual requirements</li><li>– statutory requirements</li><li>– resource allocation</li><li>– working requirements</li><li>– environmental considerations</li><li>– weather conditions.</li></ul> |
|   |  | 2.2 | Examine at least two of the following guidance materials when planning highway maintenance or repair activities: <ul style="list-style-type: none"><li>– owner’s manuals</li><li>– log books</li><li>– maintenance schedules and manuals</li><li>– practice guides and specifications</li><li>– current legislation and official guidance.</li></ul>   |
|   |  | 2.3 | Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning highway maintenance or repair activities.   |
| 3 | Prioritise maintenance activities by assessing and accounting for all the influencing factors. | 3.1 | Prioritise maintenance or repair activities whilst considering influencing factors.  |
|   |  | 3.2 | Describe the types of maintenance activity that are applied to highways.   |
|   |  | 3.3 | Explain methods that can assess and account for influencing factors when planning maintenance and repair activities.   |
|   |  | 3.4 | Explain the factors that need to be taken into account when prioritising maintenance activities.   |
| 4 | Amend priorities to take account of changing   | 4.1 | Review and update pre-determined maintenance or repair priorities by taking into   |

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

circumstances whilst maintaining consistency with the influencing factors.

account of at least four of the following changing circumstances:

- susceptibility to damage
- safety requirements
- need to inhibit, and respond to deterioration
- compromised operational effectiveness
- weather conditions
- use or change of use
- current legislation
- resources
- security threats.

4.2 Explain methods that allow priorities to be amended when influencing factors have been taken into account.

4.3 Explain how changing circumstances can be accounted for when planning maintenance and repair activities.

5 Prepare plans or schedules of maintenance activities and negotiate and agree them with decision makers.

5.1 Identify, analyse and produce plans or schedules for at least three of the following maintenance or repair activities:

- regular programmes
- tendered works
- responsive works
- cost estimated works
- winter maintenance
- traffic maintenance (signing, lighting and guarding).

5.2 Explain how plans and schedules can be prepared for maintenance activities.

5.3 Explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

## Unit F/600/7558

# Providing and Monitoring Construction-related Customer Service in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify and use current legislation and official guidance to implement systems or procedures that will deliver and improve customer service.	1.1 Apply at least four of the following to customer service systems or procedures: <ul style="list-style-type: none"><li>– current legislation</li><li>– official guidance</li><li>– organisational procedures</li><li>– specifications</li><li>– drawing</li><li>– instructions and variations</li><li>– feedback processes.</li></ul>
	1.2 Seek ways of improving customer service whilst implementing customer service systems and procedures.
	1.3 Describe ways that current legislation and official guidance relevant to customer service can be identified.
	1.4 Explain how identified information can be used for implementing customer service systems or procedures.
	1.5 Explain methods that can effectively deliver and improve customer service.
2 Prepare to deal with customers in order to give consistent and reliable service.	2.1 Examine current customer procedures and systems to identify if they provide consistent customer service.
	2.2 Implement and use systems or procedures that will provide reliable and consistent service that promotes customer's confidence.
	2.3 Explain methods that can provide consistent levels of customer service.
	2.4 Explain how systems or procedures can be used effectively to provide a reliable level of customer service.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Work with others to resolve customer problems, communicate with customers and check that they are satisfied with the actions taken.</p>	<p>3.1 Identify and find solutions to construction-based customer problems.</p> <p>3.2 Communicate with customers whilst resolving problems using at least two of the following mediums:</p> <ul style="list-style-type: none"> <li>– electronic</li> <li>– verbal</li> <li>– written</li> <li>– via a second person</li> <li>– feedback documents</li> <li>– group meetings.</li> </ul> <p>3.3 Undertake at least two of the following actions that will ensure that customers are satisfied that problems are or will be solved:</p> <ul style="list-style-type: none"> <li>– corrective</li> <li>– referral</li> <li>– investigative</li> <li>– reactive</li> <li>– proactive.</li> </ul> <p>3.4 Explain how best to work with others which can resolve customer service problems.</p> <p>3.5 Describe different methods and techniques of communicating and dealing with customers.</p> <p>3.6 Explain what checks can be undertaken to ensure that customers are satisfied with actions taken.</p>
<p>4 Solve problems within existing systems or procedures that may affect customers before the customer becomes aware of them.</p>	<p>4.1 Investigate and/or collate information on current customer procedures and systems to identify potential or repeat customer service problems.</p> <p>4.2 Apply rectification measures to procedures and systems to eliminate or reduce identified potential customer problems.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>4.3 Describe ways that problems can be identified within existing systems or procedures that may affect customers.</p> <p>4.4 Explain how and why problems in systems or procedures should be solved before customers become aware of them.</p>
<p>5 Confirm that the service given meets the customer's needs and expectations.</p>	<p>5.1 Identify the level of service expected by construction-related customers.</p> <p>5.2 Communicate with customers to check that service given has met their needs and expectations.</p> <p>5.3 Explain ways of checking that customers are satisfied with the given level of service.</p>
<p>6 Inform the people responsible about changes to customer service systems or procedures that will reduce the chance of problems being repeated.</p>	<p>6.1 Identify repeat problems in customer service, and amend customer service systems or procedures to minimise chances of problems being repeated.</p> <p>6.2 Communicate with at least two of the following people responsible to inform them that systems or procedures have been amended:</p> <ul style="list-style-type: none"> <li>– the client, the customer or their representative</li> <li>– contractors</li> <li>– consultants</li> <li>– sub-contractors</li> <li>– suppliers</li> <li>– workforce</li> <li>– internal management.</li> </ul> <p>6.3 Explain the measures that could be taken to identify repeat problems with customer service.</p> <p>6.4 Explain methods that allow changes to customer service systems or procedures</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

	which can reduce the chance of problems being repeated.
	6.5 Describe how to effectively inform people responsible about amendments to systems or procedures.
7 Share information with people responsible to maintain and improve standards of service delivery.	7.1 Inform and/or pass collated information that will maintain and improve standards of service delivery.
	7.2 Describe ways that standards of service delivery can be maintained and improved.
	7.3 Explain how information with people responsible could be effectively shared in order to maintain and improve standards of service delivery.

## Unit K/600/7361

# Managing the Handover of the Construction Project in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Confirm project requirements and consult with stakeholders and develop and agree a handover programme.	1.1 Confirm that project requirements have met stakeholder's expectations. 1.2 Undertake consultation with stakeholders to negotiate handover arrangements. 1.3 Develop and agree a handover programme. 1.4 List and describe typical project requirements that must be met for handover purposes. 1.5 Explain how project requirements for developing handover programmes can be confirmed. 1.6 Explain ways of consulting with stakeholders when developing and agreeing a handover programme. 1.7 Give reasons why you need a handover programme.
2 Check that project requirements have been met, or record outstanding work in order to agree and arrange a satisfactory completion.	2.1 Identify work that may need to be completed against the requirements of the project. 2.2 Note outstanding work, defects or remedial activities that fail to meet project requirements. 2.3 Agree and organise work activities that can complete outstanding work to ensure that the project requirements have been met. 2.4 Explain checks that can be made to ensure project requirements are met.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Carry out handover inspections and appropriate tests ensuring they are witnessed by stakeholders and certificated in accordance with current legislation.</p>	<p>2.5 Explain how outstanding work, in order to agree and arrange a satisfactory completion, can be recorded.</p> <p>3.1 Complete handover inspections and appropriate tests, ensuring they are recorded and witnessed by stakeholders.</p> <p>3.2 Undertake commissioning activities and keep records of all certificates issued.</p> <p>3.3 Explain how to carry out handover inspections and appropriate tests.</p> <p>3.4 Describe methods that can be used to ensure that inspections and appropriate tests are witnessed by stakeholders.</p> <p>3.5 Explain how to ensure that the appropriate certification is acquired and why handover inspections and certificates are needed.</p>
<p>4 Record stakeholder concerns during inspection and agree any required actions.</p>	<p>4.1 Seek, identify and note stakeholders concerns during handover inspections.</p> <p>4.2 Agree actions with stakeholders that will resolve stakeholder concerns raised during handover inspections.</p> <p>4.3 Describe methods that can record stakeholders' concerns during inspections.</p> <p>4.4 Explain how appropriate actions can be agreed with stakeholders during inspections.</p> <p>4.5 Give reasons why stakeholders concerns need to be addressed prior to handover.</p>



Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>5 Ensure that stakeholders' respective responsibilities are accepted and adopted.</p>	<p>5.1 Establish and confirm that stakeholders will accept responsibility on handover for at least three of the following:</p> <ul style="list-style-type: none"> <li>– insurance</li> <li>– security</li> <li>– operations</li> <li>– health and safety</li> <li>– utility supply</li> <li>– environment</li> <li>– sustainability.</li> </ul> <p>5.2 Explain how to ensure that stakeholders accept and adopt responsibilities on handover.</p> <p>5.3 Explain why stakeholders need to accept their responsibilities on handover.</p>
<p>6 Assemble and hand over appropriate documentation in accordance with the project.</p>	<p>6.1 Collate and prepare appropriate and relevant documentation for at least one of the following:</p> <ul style="list-style-type: none"> <li>– systems</li> <li>– services</li> <li>– equipment.</li> </ul> <p>6.2 Arrange for and/or hand over assembled documentation that meets agreed project requirements.</p> <p>6.3 Explain how appropriate documentation can be assembled in accordance with the project requirements.</p> <p>6.4 Describe methods of handing over appropriate documentation.</p> <p>6.5 Give reasons why appropriate documentation should be assembled and handed over for the project.</p>

## Unit H/600/7360

# Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace

### Learning Outcome - The learner will:

### Assessment Criterion - The learner can:

- |  |   |
|--|---|
| <p>1 Implement regular inspections to confirm the project requirements for the maintenance or remedial activities for property, systems or services.</p> | <p>1.1 Arrange regular inspections that can confirm and monitor project requirements for at least three of the following maintenance or remedial activities on at least two of the following properties, systems or services:<br/>Maintenance/Remedial activities:<br/>– scheduled<br/>– unscheduled<br/>– preventative<br/>– corrective<br/>– emergency.<br/>Property, systems or services:<br/>– highways<br/>– traffic controls<br/>– structures<br/>– external structure<br/>– internal structure<br/>– historical or preservation interests<br/>– internal fabric<br/>– external fabric services<br/>– utilities and services<br/>– landscaping.</p> <p>1.2 Explain how project requirements for maintenance or remedial work of property, systems or services can be confirmed.</p> <p>1.3 Explain who must be consulted with when confirming project requirements.</p> |
| <p>2 Identify and review influencing factors and guidance material about the property, system or service.</p>  | <p>2.1 Evaluate at least four of the following influencing factors when determining maintenance or remedial activities:<br/>– organisational requirements<br/>– project requirements<br/>– current legislation<br/>– resource allocation</p>  |

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- working requirements
    - environmental considerations
    - near neighbours
    - weather conditions
    - ground or site conditions
    - sustainability
    - client, customer or their representative.
  - 2.2 Examine at least three of the following guidance materials when determining maintenance or remedial activities:
    - plans, drawings or diagrams
    - owner’s manuals
    - log books
    - maintenance schedules and manuals
    - practice guides and specifications
    - current legislation and official guidance
    - historical data
    - existing records.
  - 2.3 Explain how influencing factors can be identified and reviewed.
  - 2.4 Explain methods that influencing factors and guidance materials can be identified and reviewed.
  - 2.5 Give reasons why influencing factors need to be identified and reviewed against guidance materials.
- 3 Prioritise maintenance or remedial activities to take account of influencing factors whilst maintaining consistency.
  - 3.1 Plan and prioritise maintenance or remedial activities taking identified influencing factors into account.
  - 3.2 Amend priorities for maintenance or remedial activities priorities having taken into account of at least four of the following changing circumstances:
    - susceptibility to damage
    - safety requirements
    - need to inhibit, and respond to deterioration

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- weather conditions
  - ground or site conditions
  - environmental conditions
  - use or change of use
  - changing circumstances
  - current legislation
  - resources
  - security threats
  - client, customer or their representative.
- 3.3 Explain how influencing factors can be assessed and accounted for and why they need to be assessed and accounted for.
- 3.4 Explain how to prioritise maintenance or remedial activities.
- 3.5 Give reasons why maintenance or remedial activities need to be prioritised.
- 3.6 Explain ways of accounting for changing circumstances.
- 3.7 Describe how priorities can be amended when reviewing influencing factors.
- 4 Ensure maintenance or remedial activity records of actions carried out and data collected are current.
  - 4.1 Complete and/or arrange maintenance or remedial activity records for four of the following activities and data:
    - inspections
    - faults or problems
    - corrective actions
    - costs
    - resources
    - complaints
    - delays.
  - 4.2 Monitor maintenance or remedial activity records to ensure they are up to date.

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- |   |     |  |
|---|-----|--|
|   | 4.3 | Give reasons why records of activities and data, carried out and collected, for maintenance or remedial activities/work need to be current.  |
|   | 4.4 | Explain ways of ensuring that records of activities and data are current.  |
| 5 | 5.1 | Identify, assess and maintain the necessary resources for maintenance or remedial activities.<br>Acquisition and maintain at least two of the following resources when planning and scheduling maintenance or remedial activities: <ul style="list-style-type: none"><li>– people</li><li>– plant, equipment or machinery</li><li>– materials and components</li><li>– sub-contractors</li><li>– information</li><li>– work area and facilities</li><li>– waste management</li><li>– utility providers.</li></ul>  |
|   | 5.2 | Describe how the necessary resources for maintenance or remedial activities can be identified.   |
|   | 5.3 | Explain how to assess the quantity and quality of resources for maintenance or remedial activities.  |
|   | 5.4 | Explain ways and methods that maintain necessary resources for the maintenance or remedial work of property, systems or services.  |
| 6 | 6.1 | Prepare plans and schedules of maintenance or remedial activities and negotiate and agree them with decision-makers.<br>Plan and schedule at least three of the following maintenance or remedial activities: <ul style="list-style-type: none"><li>– planned maintenance or remedial activities</li><li>– tendered works</li><li>– responsive works</li><li>– preventative maintenance or remedial work</li><li>– cost estimated works</li><li>– seasonal maintenance</li><li>– traffic maintenance (signs, lights and guards)</li><li>– emergency works</li><li>– contingency plans.</li></ul> |

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- 6.2 Discuss and gain agreement of prepared plans and schedules with decision makers.
- 6.3 Explain how plans and schedules can be prepared for maintenance or remedial activities.
- 6.4 Explain methods of negotiating and agreeing plans and schedules with decision-makers.
- 6.5 Give reasons why plans and schedules for maintenance or remedial activities are needed.

## Unit J/600/7559

# Planning Historical Conservation/Restoration Activities in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Confirm the work requirements against the information supplied when planning historical conservation/restoration activities.	<p>1.1 Identify and establish at least two of the following historical conservation/restoration activities against at least five of the following information sources:</p> <p>Activity:</p> <ul style="list-style-type: none"><li>– roofing</li><li>– lead work</li><li>– bricklaying and craft masonry</li><li>– earth walling</li><li>– stonemasonry</li><li>– decoration</li><li>– plastering</li><li>– wall and floor tiling</li><li>– carpentry and joinery</li><li>– specialist heritage activities.</li></ul> <p>Information sources:</p> <ul style="list-style-type: none"><li>– survey reports</li><li>– drawings, schedules and specifications</li><li>– contractual</li><li>– statutory consents</li><li>– risk assessments and method statements</li><li>– programmes</li><li>– records about the competence of people</li><li>– sub-contractor arrangements</li><li>– health, safety and environmental plan</li><li>– archaeological watching brief</li><li>– material suppliers</li><li>– historical conservation plans.</li></ul>
	1.2 Explain how work requirements for historical conservation/restoration work can be confirmed.
	1.3 Explain who needs to be consulted when confirming work requirements for historical conservation/restorations.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>2 Identify and review influencing factors and guidance material about the work environment.</p>	<p>2.1 Consider at least three of the following influencing factors when planning historical conservation/restoration activities:</p> <ul style="list-style-type: none"> <li>– organisational requirements</li> <li>– contractual requirements</li> <li>– statutory requirements</li> <li>– resource allocation</li> <li>– working requirements</li> <li>– environmental considerations</li> <li>– weather conditions.</li> </ul> <p>2.2 Examine at least two of the following guidance materials when planning historical conservation/ restoration activities:</p> <ul style="list-style-type: none"> <li>– owner’s manuals</li> <li>– log books</li> <li>– maintenance schedules and manuals</li> <li>– practice guides and specifications</li> <li>– current legislation and official guidance.</li> </ul> <p>2.3 Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them.</p> <p>2.4 Give reasons why influencing factors should be reviewed against guidance materials.</p>
<p>3 Prioritise activities by assessing and accounting for all the influencing factors.</p>	<p>3.1 Prioritise historical conservation/restoration activities whilst considering influencing factors.</p> <p>3.2 Explain methods that can assess and account for influencing factors when planning historical conservation/restoration activities.</p> <p>3.3 Explain the factors that need to be taken into account when prioritising historical conservation/restoration activities.</p>



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
4 Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.	Give reasons why historical conservation/restoration activities should be prioritised.
	4.1 Review and update pre-determined historical conservation/restoration priorities by taking into account at least four of the following changing circumstances: <ul style="list-style-type: none"><li>– susceptibility to damage</li><li>– safety requirements</li><li>– need to inhibit and respond to deterioration</li><li>– compromised operational effectiveness</li><li>– weather conditions</li><li>– use or change of use</li><li>– meeting current legislation</li><li>– resources</li><li>– security threats.</li></ul>
	4.2 Explain methods that allow priorities to be amended when influencing factors have been taken into account.
	4.3 Explain how changing circumstances can be accounted for when planning historical conservation/restoration activities.
5 Prepare plans or schedules and negotiate and agree them with decision-makers.	5.1 Identify, analyse and produce plans or schedules for at least three of the following historical conservation/ restoration activities: <ul style="list-style-type: none"><li>– roofing</li><li>– lead work</li><li>– bricklaying and craft masonry</li><li>– earth walling</li><li>– stonemasonry</li><li>– decoration</li><li>– plastering</li><li>– wall and floor tiling</li><li>– carpentry and joinery</li><li>– specialist heritage activities.</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 5.2 Explain how plans and schedules can be prepared for historical conservation/restoration activities.
- 5.3 Explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

## Unit F/600/7561

### Planning Demolition Activities in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Confirm the work requirements when planning demolition activities against the information supplied.</p>	<p>1.1 Identify and establish at least two of the following demolition activities against at least five of the following information sources:</p> <p>Demolition activity:</p> <ul style="list-style-type: none"> <li>– soft strip</li> <li>– mechanical demolition</li> <li>– remote mechanical demolition</li> <li>– explosive demolition</li> <li>– selective demolition.</li> </ul> <p>Information sources:</p> <ul style="list-style-type: none"> <li>– survey reports</li> <li>– design</li> <li>– contractual</li> <li>– statutory consents</li> <li>– risk assessments and method statements</li> <li>– programmes</li> <li>– records about the competence of people</li> <li>– sub-contractor arrangements</li> <li>– health, safety and environmental plan</li> <li>– Type 3 asbestos survey</li> <li>– service disconnection certificates</li> <li>– utilities survey report.</li> </ul> <p>1.2 Explain how work requirements for demolition activities can be confirmed against information sources.</p> <p>1.3 Explain who needs to be consulted when confirming work requirements for demolition activities.</p>
<p>2 Identify and review influencing factors and guidance material about the work environment.</p>	<p>2.1 Consider at least three of the following influencing factors when planning demolition activities:</p> <ul style="list-style-type: none"> <li>– organisational requirements</li> <li>– contractual requirements</li> <li>– statutory requirements</li> <li>– resource allocation</li> <li>– working requirements</li> </ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

		<ul style="list-style-type: none"><li>– environmental considerations</li><li>– weather conditions.</li></ul>	
	2.2	Examine at least two of the following guidance materials when planning demolition activities: <ul style="list-style-type: none"><li>– owner’s manuals</li><li>– log books</li><li>– maintenance schedules and manuals</li><li>– practice guides and specifications</li><li>– current legislation and official guidance.</li></ul>	
	2.3	Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning demolition activities.	
	2.4	Give reasons why influencing factors should be reviewed against guidance material.	
3	Prioritise activities by assessing and accounting for all the influencing factors.	3.1	Prioritising demolition activities whilst considering influencing factors.
		3.2	Explain methods that can assess and account for influencing factors when prioritising demolition activities.
		3.3	Explain the factors that need to be taken into account when prioritising demolition activities.
		3.4	Give reasons why demolition activities should be prioritised.
4	Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.	4.1	Review and update pre-determined demolition activity priorities by taking account of at least four of the following changing circumstances: <ul style="list-style-type: none"><li>– susceptibility to damage</li><li>– safety requirements</li><li>– need to inhibit and respond to deterioration</li><li>– compromised operational effectiveness</li><li>– weather conditions</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- use or change of use
    - meeting current legislation
    - resources
    - security threats.
  - 4.2 Explain methods that allow priorities to be amended when influencing factors have been taken into account.
  - 4.3 Explain how changing circumstances can be accounted for when planning demolition activities.
- 5 Prepare plans or schedules and negotiate and agree them with decision makers.
  - 5.1 Identify, analyse and produce plans or schedules for at least three of the following demolition activities:
    - soft strip
    - mechanical demolition
    - remote mechanical demolition
    - explosive demolition
    - selective demolition.
  - 5.2 Explain how plans and schedules can be prepared for demolition activities.
  - 5.3 Explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

## Unit T/602/6155

### Planning Tunnelling Activities in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Confirm the work requirements when planning tunnelling activities against the information supplied.</p>	<p>1.1 Identify and establish two of the following tunnelling activities against five of the following information sources:</p> <p>Tunnelling activity:</p> <ul style="list-style-type: none"> <li>– mobile plant and machinery operations</li> <li>– back up services installation, maintenance or removal</li> <li>– spoil removal</li> <li>– access equipment erection, maintenance or removal</li> <li>– pipe-jacking operations</li> <li>– micro tunnelling operations</li> <li>– excavation and installation of supports</li> <li>– shaft and tunnel construction</li> <li>– tunnel transport</li> <li>– spraying concrete lining</li> <li>– operating separation plant</li> <li>– temporary works</li> <li>– lifting loads.</li> </ul> <p>Information sources:</p> <ul style="list-style-type: none"> <li>– survey reports</li> <li>– site investigations</li> <li>– drawings, schedules and specifications</li> <li>– contractual</li> <li>– statutory consents</li> <li>– risk assessments and method statements</li> <li>– programmes</li> <li>– records about the competence of ...</li> </ul> <p>1.2 ... people</p> <ul style="list-style-type: none"> <li>– sub-contractor arrangements</li> <li>– health, safety and environmental plan</li> <li>– material suppliers</li> <li>– tunnelling plans.</li> </ul> <p>1.3 Explain how work requirements for tunnelling activities can be confirmed against information sources.</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>2 Identify and review influencing factors and guidance material about the work environment.</p>	<p>1.4 Explain who needs to be consulted when confirming work requirements for tunnelling activities.</p> <p>2.1 Consider three of the following influencing factors when planning tunnelling activities:</p> <ul style="list-style-type: none"> <li>– organisational requirements</li> <li>– contractual requirements</li> <li>– statutory requirements</li> <li>– resource allocation</li> <li>– working requirements</li> <li>– environmental considerations</li> <li>– weather conditions</li> <li>– ground conditions.</li> </ul> <p>2.2 Accurately examine two of the following guidance materials when planning tunnelling activities:</p> <ul style="list-style-type: none"> <li>– owner’s manuals</li> <li>– log books</li> <li>– maintenance schedules and manuals</li> <li>– practice guides and specifications</li> <li>– current legislation and official guidance</li> <li>– organisational procedures</li> <li>– historical data.</li> </ul> <p>2.3 Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning tunnelling activities.</p> <p>2.4 Give reasons why influencing factors should be reviewed against guidance materials.</p>
<p>3 Prioritise activities by assessing and accounting for all the influencing factors.</p>	<p>3.1 Prioritise tunnelling activities appropriately whilst considering influencing factors.</p> <p>3.2 Explain methods that can assess and account for influencing factors when prioritising tunnelling activities.</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

	3.3	Explain the factors that need to be taken into account when prioritising tunnelling activities.	
	3.4	Give reasons why tunnelling activities should be prioritised.	
4	Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.	4.1	Review and update pre-determined tunnelling activity priorities by taking account of four of the following changing circumstances: <ul style="list-style-type: none"><li>– susceptibility to damage</li><li>– safety requirements</li><li>– need to inhibit and respond to deterioration</li><li>– compromised operational effectiveness</li><li>– weather conditions</li><li>– unidentified obstructions</li><li>– meeting current legislation</li><li>– resources</li><li>– security threats</li><li>– ground conditions.</li></ul>
		4.2	Explain methods that allow priorities to be amended when influencing factors have been taken into account.
		4.3	Explain how changing circumstances can be accounted for when planning tunnelling activities.
5	Prepare plans or schedules and negotiate and agree them with decision makers.	5.1	Identify, analyse and produce programmes, plans or schedules for three of the following tunnelling activities: <ul style="list-style-type: none"><li>– mobile plant and machinery operations</li><li>– back up services installation, operations, maintenance or removal</li><li>– spoil removal</li><li>– access equipment erection, maintenance or removal</li><li>– pipe-jacking operations</li><li>– micro tunnelling operations</li><li>– excavation and/or installation of supports</li></ul>



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- shaft and tunnel construction
- tunnel transport
- spraying concrete lining
- operating separation plant
- temporary works
- lifting loads.

5.2 Explain how plans and schedules can be prepared for tunnelling activities.

5.3 Explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.



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