

# Level 3 NVQ Diploma in Occupational Work Supervision (Construction) (6576-03)

November 2013 Version 1.0



## Qualification at a glance

<b>Subject area</b>	<b>Construction</b>
<b>City &amp; Guilds number</b>	6576
<b>Age group approved</b>	16-18, 18+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio of evidence
<b>Support materials</b>	Candidate Logbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 NVQ Diploma in Occupational Work Supervision (Construction)	6576-03	601/1486/1



# Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
	Structure	5
<b>2</b>	<b>Centre requirements</b>	<b>6</b>
	Approval	6
	Resource requirements	6
	Continuing Professional Development (CPD)	7
	Learner entry requirements	7
<b>3</b>	<b>Delivering the qualification</b>	<b>8</b>
	Initial assessment and induction	8
	Support materials	8
	Recording documents	8
<b>4</b>	<b>Assessment</b>	<b>9</b>
	Assessment of the qualification	9
	Aspects to be assessed through performance in the workplace	9
<b>5</b>	<b>Units</b>	<b>10</b>
<b>Unit 301</b>	<b>Confirming the occupational method of work in the workplace</b>	<b>11</b>
<b>Unit 302</b>	<b>Confirming work activities and resources for an occupational work area in the workplace</b>	<b>15</b>
<b>Unit 353</b>	<b>Implementing and maintaining health, safety and welfare in the workplace</b>	<b>19</b>
<b>Unit 354</b>	<b>Co-ordinating and organising work operations in the workplace</b>	<b>23</b>
<b>Unit 355</b>	<b>Allocating and monitoring the use of plant, machinery or equipment in the workplace</b>	<b>28</b>
<b>Unit 356</b>	<b>Monitoring progress of work against schedules in the workplace</b>	<b>32</b>
<b>Unit 357</b>	<b>Confirming work meets quality standards in the workplace</b>	<b>36</b>
<b>Unit 358</b>	<b>Implementing procedures to support the team's performance in the workplace</b>	<b>39</b>
<b>Unit 359</b>	<b>Co-ordinating and confirming dimensional control requirements of the work in the workplace</b>	<b>43</b>
<b>Unit 360</b>	<b>Contributing to the circulation of construction related project information in the workplace</b>	<b>47</b>
<b>Unit 501</b>	<b>Developing and maintaining good occupational working relationships in the workplace</b>	<b>50</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>54</b>



# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is ideal for individuals working in the construction and built environment sector that are required to supervise the work of others. It provides an opportunity for them to demonstrate their competence in this area and gain the Level 3 NVQ Diploma in Occupational Work Supervision.
What does the qualification cover?	It covers a variety of skills required to supervise people working in the construction sector, including planning work activities and resources, maintaining working relationships, co-ordinating and organising work and maintaining health and safety on-site.
Is the qualification part of a framework or initiative?	This qualification forms the competence based element of the Advanced Apprenticeship in Construction Technical and Professional Pathway 5: Occupational Work Supervision.
What opportunities for progression are there?	It allows learners to progress into employment and may enable progression to the following City & Guilds qualification: <ul style="list-style-type: none"> <li>• Level 6 NVQ Diploma in Construction Site Management</li> </ul>
Who is the qualification for?	This qualification is ideal for individuals working in the construction and built environment sector that are required to supervise the work of others. It provides an opportunity for them to demonstrate their competence in this area and gain the Level 3 NVQ Diploma in Occupational Work Supervision.

## Structure

To achieve the **Level 3 NVQ Diploma in Occupational Work Supervision (Construction) (6576-03)**, learners must achieve **67** credits:

- **52** credits must be from the mandatory units, and
- a minimum of **15** credits from the optional units.

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value	Unit Level
<b>Mandatory</b>				
R/503/2924	301	Confirming the occupational method of work in the workplace	11	3
A/503/2772	302	Confirming work activities and resources for an occupational work area in the workplace	10	3
M/503/2915	501	Developing and maintaining good occupational working relationships in the workplace	8	5
T/503/2723	353	Implementing and maintaining health, safety and welfare in the workplace	11	3
F/503/2725	354	Co-ordinating and organising work operations in the workplace	12	3
<b>Optional</b>				
T/503/2740	355	Allocating and monitoring the use of plant, machinery or equipment in the workplace	9	3
F/503/2742	356	Monitoring progress of work against schedules in the workplace	9	3
J/503/2743	357	Confirming work meets quality standards in the workplace	9	3
L/503/2744	358	Implementing procedures to support the team's performance in the workplace	11	3
D/503/2747	359	Co-ordinating and confirming the dimensional control requirements of the work in the workplace	8	3
H/503/2748	360	Contributing to the circulation of construction related project information in the workplace	7	3



## 2 Centre requirements

### Approval

The approval process for Construction qualifications is available at our website. Please visit [www.cityandguilds.com/construction](http://www.cityandguilds.com/construction) for further information.

### Resource requirements

#### Centre staffing

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

#### Assessors and internal verifiers

Assessors must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed.

This must be of sufficient depth to be effective and reliable when judging learners' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview.

(The verification process must be recorded and available for audit.)

Assessors **must** have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements.

Assessors:

- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - SVQ (SCQF level) Assessing Competence in the Work Environment
  - SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

Holders of A1 and D32/33 must assess to the reviewed National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

### **Continuing Professional Development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.



### 3 Delivering the qualification

#### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Support materials

The following resources are available for this qualification:

Description	How to access
Candidate logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Qualification approval form	<a href="http://www.cityandguilds.com/construction">www.cityandguilds.com/construction</a>

#### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of Recording Forms including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



## 4 Assessment

### **Assessment of the qualification**

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6576 logbook from the City & Guilds website.

### **Aspects to be assessed through performance in the workplace**

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. Individual units will specify any exceptions to this position.

Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence.

A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence.



## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria
- unit aim
- notes for guidance.

## Unit 301

## Confirming the occupational method of work in the workplace

<b>UAN:</b>	<b>R/503/2924</b>
<b>Level:</b>	3
<b>Credit value:</b>	11
<b>GLH:</b>	37
<b>Aim:</b>	The aim of the unit is to give the learner the skills and knowledge required to assess project data to determine occupational work methods, adopt safe and healthy working practices, select and confirm methods of work to the relevant people associated with the occupation and source additional information.

<b>Learning outcome</b>
The learner will: 1. assess available project data accurately to determine the occupational method of work.
<b>Assessment criteria</b>
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. manufacturer's information e. methods of work f. risk assessments g. programmes of work 1.2 explain how to summarise the following project data: a. required quantities b. specifications c. detailed drawings d. health and safety requirements e. timescales f. scope of works 1.3 explain the different methods of assessing available project data 1.4 explain how to use project data to interpret the work method, in relation to: a. standard work procedures b. sequence of work c. organisation of resources (people, equipment, materials) d. work techniques e. working conditions (health, safety and welfare) f. risk assessment.

<b>Learning outcome</b>
The learner will: 2. obtain additional information from alternative sources in cases where the available project data is insufficient.
<b>Assessment criteria</b>
The learner can: 2.1 collect and collate additional information from alternative sources to clarify the work to be carried out 2.2 explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: a. customers or representatives b. suppliers c. regulatory authorities d. manufacturer's literature.

<b>Learning outcome</b>
The learner will: 3. identify work methods that will make best use of resources and meet project, statutory and contractual requirements.
<b>Assessment criteria</b>
The learner can: 3.1 examine potential work methods to carry out the occupational work activity 3.2 determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria 3.3 explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: a. health and safety welfare (principles of protection) b. fire protection c. access and egress d. equipment availability e. availability of competent workforce f. pollution risk g. waste and disposal h. zero and low carbon outcomes i. weather conditions 3.4 explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: a. conforming to statutory requirements b. customer and user needs c. contract requirements in terms of time, quantity and quality d. environmental considerations 3.5 explain how different methods of work can achieve zero/low carbon outcomes.

<b>Learning outcome</b>
The learner will: 4. confirm and communicate the selected work method to relevant personnel.
<b>Assessment criteria</b>
The learner can: 4.1 confirm the selected occupational work method that meets project, statutory and contractual requirements 4.2 communicate appropriately to relevant people on the selected occupational work method 4.3 describe the different techniques and methods of confirming and communicating work methods to relevant people 4.4 explain the principles of equality and diversity and how to apply them when working and communicating with others.

# **Unit 301                    Confirming the occupational method of work in the workplace**

Supporting information

## **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 302

## Confirming work activities and resources for an occupational work area in the workplace

<b>UAN:</b>	<b>A/503/2772</b>
<b>Level:</b>	3
<b>Credit value:</b>	10
<b>GLH:</b>	33
<b>Aim:</b>	The aim of the unit is to give the learner the skills and knowledge required to identify own work activities, adopt safe and healthy working practices, identify resources to carry out the work and provide confirmation of a work programme/schedule for own occupational area of work being carried out

<b>Learning outcome</b>
The learner will: 1. identify work activities, assess required resources and plan the sequence of work.
<b>Assessment criteria</b>
The learner can: 1.1 identify work activities, assess required resources and plan the sequence of work 1.2 identify work activities and formulate a plan for their own sequence of work 1.3 explain the types of work relative to the occupational area and how to identify different work activities 1.4 explain methods of assessing the resources needed from a range of available information 1.5 explain the required information and the different methods used to prepare a work programme relative to the occupational area.

<b>Learning outcome</b>
The learner will: 2. obtain clarification and advice where the resources required are not available.
<b>Assessment criteria</b>
The learner can: 2.1 seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available 2.2 explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.

<b>Learning outcome</b>
The learner will: 3. evaluate the work activities and the requirements of any significant external factors against the project requirements.
<b>Assessment criteria</b>
The learner can: 3.1 assess progress of work against project requirements, taking into account external factors relating to: a. other occupations and /or customers b. resources c. weather conditions d. health and safety requirements 3.2 explain different methods of evaluating work activities against the following project requirements: a. contract conditions b. contract programme c. health and safety requirements of operatives 3.3 evaluate the requirements of significant external factors that could affect the progress of work, in relation to: a. other related programmes b. special working conditions c. weather conditions d. other occupations/people e. resources f. health and safety requirements.

<b>Learning outcome</b>
The learner will: 4. identify work activities which influence each other and make the best use of the resources available.
<b>Assessment criteria</b>
The learner can: 4.1 determine work activities that have an influence on each other 4.2 evaluate which work activities make the best use of available resources in relation to: a. occupations and/or customers associated with the work b. tools, plant and/or ancillary equipment, materials and components 4.3 explain different methods and sources that can identify which work activities influence each other 4.4 describe how to determine the sequence of work activities and how long each work activity will take 4.5 describe what zero and low carbon requirements are 4.6 explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.

<b>Learning outcome</b>
The learner will: 5. identify changed circumstances that require alterations to the work programme and justify them to decision makers.
<b>Assessment criteria</b>
The learner can: 5.1 evaluate project progress against the work programme to identify any changed circumstances 5.2 inform line management and/or customers on the type and extent of any required changes to the work programme 5.3 explain how to identify possible alterations to the work programme to meet changed circumstances relating to: a. action lists b. method statements c. duration d. schedules and/or occupation specific requirements 5.4 explain how to assess contractual/work effects resulting from alterations to the work programme 5.5 explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

## **Unit 302                    Confirming work activities and resources for an occupational work area in the workplace**

Supporting information

### **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 353

## Implementing and maintaining health, safety and welfare in the workplace

<b>UAN:</b>	<b>T/503/2723</b>
<b>Level:</b>	3
<b>Credit value:</b>	11
<b>GLH:</b>	37
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to interpret information, adopt safe and healthy working practices, promote and encourage a healthy, safety and welfare culture, implement and monitor health, safety and welfare within the operational work environment and to perform a supervisory role.

<b>Learning outcome</b>
The learner will: 1. allocate and maintain health, safety and welfare equipment and resources to meet project and statutory requirements.
<b>Assessment criteria</b>
The learner can: 1.1 make arrangements for health, safety and welfare in the relevant operational work environment 1.2 allocate responsibilities for maintaining health, safety and welfare equipment and resources to relevant people 1.3 post and maintain statutory notices and hazard warnings 1.4 allocate appropriate health, safety and welfare equipment and resources relative to the operational work environment 1.5 explain the methods of identifying and allocating health, safety and welfare equipment and resources, relating to: a. protective clothing b. protective equipment c. first-aid facilities and arrangements d. welfare facilities e. storage of security of material and equipment f. accident and incident reporting g. fire-fighting equipment h. statutory notices i. safety signs j. provision of health, safety and welfare training.

<b>Learning outcome</b>
The learner will: 2. encourage a positive health, safety and welfare culture whilst identifying opportunities for improving the health and safety of the work environment.
<b>Assessment criteria</b>
The learner can: 2.1 deliver work briefings to relevant people within the operational work environment to promote and encourage a positive health, safety and welfare culture 2.2 encourage two-way dialogue with other people and seek feedback for opportunities to improve the health and safety of the work environment 2.3 explain how to identify different opportunities for improving workplace health, safety and welfare 2.4 explain how to recommend opportunities for improving workplace health, safety and welfare 2.5 explain methods and techniques of promoting and encouraging a positive culture of health safety and welfare in the workplace 2.6 explain how to deliver work briefings in ways that seek and encourage feedback.

<b>Learning outcome</b>
The learner will: 3. ensure that their team is inducted and suitably competent and monitored whilst at the workplace.
<b>Assessment criteria</b>
The learner can: 3.1 use appropriate methods to confirm that the team are properly inducted and given regular health and safety updates 3.2 determine that their team are suitably competent by carrying out relevant checks 3.3 ensure that the operational performance of the team is monitored 3.4 use appropriate methods and techniques to communicate and report any team performance issues 3.5 explain the organisational methods and procedures for carrying out inductions that confirm: <ul style="list-style-type: none"> <li>a. health and safety responsibilities</li> <li>b. workplace operations</li> <li>c. health, safety and welfare equipment and resources</li> <li>d. risk control procedures</li> <li>e. first-aid arrangements</li> </ul> 3.6 explain the different ways of checking and monitoring correct authorisation and operational performance of the following people whilst in the workplace: <ul style="list-style-type: none"> <li>a. workforce</li> <li>b. suppliers</li> <li>c. visitors</li> <li>d. customers</li> <li>e. members of the public</li> <li>f. trespassers</li> </ul> 3.7 explain the different techniques and methods of communicating and reporting any team performance issues.

<b>Learning outcome</b>
The learner will: 4. monitor health, safety and welfare in the relevant work environment in accordance with statutory requirements.
<b>Assessment criteria</b>
The learner can: 4.1 implement and maintain health, safety and welfare within the operational work environment in accordance with legislation, workplace regulations, codes of practice and official guidance 4.2 instigate actions to deal with any changing circumstances within the operational work environment in order to maintain health, safety and welfare 4.3 explain the methods and techniques used to regularly check health, safety and welfare systems regularly in accordance with the following statutory requirements: a. workplace specific health, safety and welfare regulations b. general health, safety and welfare legislation c. recognised industry codes of practice d. prescribed notices e. safety signs 4.4 explain how to identify any special workplace conditions and examples which do not comply with regulations 4.5 describe the different methods of recording special workplace conditions and examples which do not comply with regulations 4.6 explain the reasons for regularly checking health safety and welfare relevant to the operational working environment.

# **Unit 353**            **Implementing and maintaining health, safety and welfare in the workplace**

Supporting information

## **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 354

## Co-ordinating and organising work operations in the workplace

<b>UAN:</b>	<b>F/503/2725</b>
<b>Level:</b>	3
<b>Credit value:</b>	12
<b>GLH:</b>	40
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge required to interpret information about the project and work operations to be carried out, adopt safe and healthy working practices, select materials, components and equipment for the work, prepare, coordinate and organise the work operations and to perform a supervisory role.

<b>Learning outcome</b>
The learner will: 1. provide adequate information about the work, as required, to all people affected.
<b>Assessment criteria</b>
The learner can: 1.1 communicate arrangements for the work, to the relevant people, in relation to: a. start date b. how long it will take c. expected completion date 1.2 explain different methods of informing the people affected of the work arrangements 1.3 list the types of people, internal and external to the project, who could be affected by work relevant to typical projects 1.4 describe the consequences of providing inadequate information to those affected by the work.

<b>Learning outcome</b>
The learner will: 2. agree a programme and methods of work with the people who will carry out the work.
<b>Assessment criteria</b>
The learner can: 2.1 discuss and confirm work programmes and methods of work relevant to project requirements with people involved in carrying out the work 2.2 explain different methods and techniques of agreeing programmes and methods of work with those who will be carrying out the work.

<b>Learning outcome</b>
The learner will: 3. organise the work being done with other operations as required for the overall work being carried out.
<b>Assessment criteria</b>
The learner can: 3.1 arrange and agree work programmes with other occupations relevant to project requirements 3.2 explain the methods of organising and co-ordinating work with other work activities/operations.

<b>Learning outcome</b>
The learner will: 4. obtain sufficient resources of the appropriate type to meet the project requirements and timescales.
<b>Assessment criteria</b>
The learner can: 4.1 identify and source adequate, suitable resources to meet project requirements 4.2 describe ways of identifying and obtaining required resources for the project 4.3 explain methods of planning for resources, in relation to: a. people b. tools c. plant and ancillary equipment d. materials and components e. information.

<b>Learning outcome</b>
The learner will: 5. organise and control the work and resources in order to keep the workplace safe and tidy.
<b>Assessment criteria</b>
The learner can: 5.1 implement systems to control resources, maintain site tidiness and dispose of waste in accordance statutory requirements 5.2 explain different ways of controlling the workplace and resources to create and maintain safe conditions and a tidy workplace 5.3 explain how a safe and tidy workplace creates a favourable image of the organisation, its products and services, and the project.

<b>Learning outcome</b>
The learner will: 6. identify, record and pass on information on any special considerations to people who could be affected.
<b>Assessment criteria</b>
The learner can: 6.1 identify any special considerations that have to be allowed for, which can affect the project or people, in relation to: <ul style="list-style-type: none"> <li>a. occupiers</li> <li>b. environment</li> <li>c. vehicular access</li> <li>d. hazards</li> <li>e. trespass</li> <li>f. near neighbours</li> <li>g. public access</li> <li>h. workplace conditions</li> <li>i. health, safety and welfare</li> <li>j. statutory regulations and limitations</li> <li>k. codes of practice</li> </ul> 6.2 use appropriate methods to record any special considerations identified 6.3 supply information on any identified special considerations to those who would be affected 6.4 explain different ways of identifying what are special considerations 6.5 describe the methods of recording special considerations 6.6 explain ways information on special considerations can be passed on to the people affected.

<b>Learning outcome</b>
The learner will: 7. organise the work area layout for operational purposes and communicate to the people involved with the work.
<b>Assessment criteria</b>
The learner can: 7.1 organise the operational work area layout for operational purposes for <b>four</b> of the following: <ul style="list-style-type: none"> <li>a. storage</li> <li>b. layout of working area</li> <li>c. environmental considerations</li> <li>d. plant and/or equipment</li> <li>e. temporary services</li> <li>f. access and egress</li> <li>g. security</li> <li>h. continued use by occupiers</li> <li>i. welfare facilities</li> </ul> 7.2 inform relevant workforce of the work area layout for operational purposes 7.3 explain the methods and techniques used for passing on information about the work area layout to people working in the workplace 7.4 explain different ways of organising/arranging the work area layout for operational purposes.

<b>Learning outcome</b>
The learner will: 8. organise the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised.
<b>Assessment criteria</b>
The learner can: 8.1 plan and arrange storage for materials relevant to the occupational work environment in accordance with statutory and organisational requirements 8.2 plan and arrange material handling and movement to allow minimum movement and waste 8.3 explain the factors, methods and considerations needed to organise the efficient storage and use of materials and components.

# **Unit 354**            **Co-ordinating and organising work operations in the workplace**

Supporting information

## **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 355

## Allocating and monitoring the use of plant, machinery or equipment in the workplace

<b>UAN:</b>	<b>T/503/2740</b>
<b>Level:</b>	3
<b>Credit value:</b>	9
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge to confirm and allocate the use of plant, machinery or equipment on the job , adopt safe and healthy working practices, monitor the use of plant, machinery or equipment ensure that plant, machinery or equipment is operated safely and without risk to self and others and to perform a supervisory role.

<b>Learning outcome</b>
The learner will: 1. confirm the plant, machinery or equipment for the workplace and allocate it to the operations.
<b>Assessment criteria</b>
The learner can: 1.1 identify and allocate the required type(s) of plant, machinery or equipment needed for the specific operations 1.2 explain how to check the following types of plant, machinery or equipment in the workplace for condition and allocate to suitable operations: a. static and mobile b. standard/non-standard c. electro-mechanical and electronic d. hand tools e. consumables f. health and safety equipment.

<b>Learning outcome</b>
The learner will: 2. identify and assess health and safety risks and implement working practices and other safeguards to minimise risks involving the use of plant, machinery or equipment.
<b>Assessment criteria</b>
The learner can: 2.1 assess any health and safety risks for the work being carried out 2.2 implement safe working practices and other safeguards for the work being carried out 2.3 carry out appropriate checks to ensure the operator holds the relevant authorisation to operate plant, machinery or equipment 2.4 explain how to identify what health and safety risks there are, in relation to: a. operators b. other personnel in the workplace c. members of the public d. workplace visitors e. owners of adjoining property environment 2.5 explain the methods used to assess any health and safety risks for the working being carried out 2.6 explain how to implement safe working practices and other safeguards to minimise risks.

<b>Learning outcome</b>
The learner will: 3. inform decision makers where plant, machinery or equipment is unsuitable for use in the workplace when allocating and monitoring.
<b>Assessment criteria</b>
The learner can: 3.1 advise relevant decision makers where plant, machinery or equipment is deemed unsuitable and suggest alternatives for the type of work 3.2 explain methods that can be used to inform relevant decision makers when plant, machinery or equipment is unsuitable for use within the workplace, in regards to failing to meet: a. operational efficiency b. health and safety c. competence requirements d. authorisation e. reliability f. usage requirements.

<b>Learning outcome</b>
The learner will: 4. provide accurate instructions for the use of plant, machinery or equipment to operators when allocating and monitoring and ensure safe use.
<b>Assessment criteria</b>
The learner can: 4.1 instruct operators and users on the safe and correct use of plant, machinery or equipment using manufacturer's instructions and official guidance 4.2 monitor the plant, machinery or equipment to ensure it is being used or operated safely in accordance with given instructions 4.3 explain different methods and sources to provide accurate instructions for the use of plant, machinery or equipment to those using, or affected by, plant operations 4.4 describe suitable ways of monitoring safe use of plant, machinery or equipment 4.5 explain methods used to inform relevant decision makers when an operator is deemed unsuitable for the safe use of plant, machinery or equipment.

<b>Learning outcome</b>
The learner will: 5. inform decision makers promptly when plant, machinery or equipment is no longer required.
<b>Assessment criteria</b>
The learner can: 5.1 provide relevant information to decision makers on the return of plant, machinery or equipment promptly following the completion of the work 5.2 explain the methods used to inform relevant decision makers when plant, machinery or equipment is no longer required 5.3 summarise the types of information given to decision makers when arranging for the return of plant, machinery or equipment 5.4 explain why decision makers should be informed promptly when plant, machinery or equipment is no longer required.

## **Unit 355            Allocating and monitoring the use of plant, machinery or equipment in the workplace unit reference number**

Supporting information

### **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 356

## Monitoring progress of work against schedules in the workplace

<b>UAN:</b>	<b>F/503/2742</b>
<b>Level:</b>	3
<b>Credit value:</b>	9
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to provide the learner with the skills and knowledge to confirm and allocate the use of plant, machinery or equipment on the job, adopt safe and healthy working practices, monitor the use of plant, machinery or equipment ensure that plant, machinery or equipment is operated safely and without risk to self and others and to perform a supervisory role.

<b>Learning outcome</b>
The learner will: 1. identify and inform decision makers of inappropriate specified resources and suggest suitable alternatives.
<b>Assessment criteria</b>
The learner can: 1.1 establish and record inappropriate resources selected for the project, and seek suitable alternatives 1.2 advise relevant decision makers of suitable alternative resources 1.3 give examples of inadequate and inappropriate resources, relating to: a. people b. tools and ancillary equipment c. materials and components d. time e. information 1.4 explain the different methods and techniques of informing relevant decision makers about inadequate or inappropriate resources 1.5 explain the organisational procedure for suggesting and specifying alternative resources.

<b>Learning outcome</b>
The learner will: 2. identify and quantify deviations from planned progress which have or may occur, and which could disrupt the programme.
<b>Assessment criteria</b>
The learner can: 2.1 determine and analyse work done or projected work to be done 2.2 compare work done or projected work against given schedules to identify deviations relative to the project plan 2.3 explain the methods that can be used to identify deviations from planned progress, in relation to: a. resource shortages b. design problems and constraints c. lack of essential construction information d. construction errors e. inclement weather f. physical (workplace) constraints 2.4 describe how any deviations from the planned progress could disrupt the programme, in relation to: a. action lists b. method statements c. work costs 2.5 explain how to quantify any deviations from planned progress in regards to the method of work and any implication on resources.

<b>Learning outcome</b>
The learner will: 3. confirm the circumstances of any deviations, and agree and implement appropriate corrective actions.
<b>Assessment criteria</b>
The learner can: 3.1 analyse and agree corrective actions from identified deviations needed to maintain the project schedule 3.2 plan and implement agreed corrective actions 3.3 describe the methods that can confirm the circumstances of any deviations 3.4 explain how to agree and implement corrective actions in circumstances of any deviations, in relation to: a. restoring progress in accordance with agreed programme b. agreeing new completion dates c. securing additional resources d. altering planned work.

<b>Learning outcome</b>
The learner will: 4. identify options which may produce savings in cost and time and help the contract progress, and pass options onto decision makers.
<b>Assessment criteria</b>
The learner can: 4.1 establish suitable options to the work schedule considered to save cost and time 4.2 inform relevant decision makers in a suitable format on identified options that can assist contractual progress 4.3 explain how to identify the options which are most likely to minimise increases in cost and time and help contract progress 4.4 describe the different methods and techniques used to communicate information about costs and time to relevant decision makers.

<b>Learning outcome</b>
The learner will: 5. inform decision makers about progress, changes to the operational programme and resource needs.
<b>Assessment criteria</b>
The learner can: 5.1 collect and establish information of project progress against project specifications 5.2 advise decision makers on project progress and recommended options for changes and resource needs 5.3 describe how to best inform relevant decision makers on actions needed to be taken to maintain or improve project progress 5.4 explain why and when decision makers should be informed about progress, any changes to the operational programme and resource needs.

## **Unit 356                    Monitoring progress of work against schedules in the workplace**

Supporting information

### **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 357

## Confirming work meets quality standards in the workplace

<b>UAN:</b>	<b>J/503/2743</b>
<b>Level:</b>	3
<b>Credit value:</b>	9
<b>GLH:</b>	30
<b>Aim:</b>	To provide the learner with the skills and knowledge required to interpret information for quality standards of the work being carried out, implement checks on the quality of work, confirm work meets with quality standards, perform a supervisory role

<b>Learning outcome</b>
The learner will: 1. identify quality standards from available information and clearly specify to the people responsible for their implementation.
<b>Assessment criteria</b>
The learner can: 1.1 source and establish quality standards relevant to project requirements 1.2 inform those implementing the standards of the level of quality needed 1.3 explain the various types and source of quality standards applicable to the occupational work environment 1.4 describe the various methods for passing quality standards onto those responsible for their implementation. standard work procedures.

<b>Learning outcome</b>
The learner will: 2. regularly check that work conforms to the design requirements and the specified quality standards.
<b>Assessment criteria</b>
The learner can: 2.1 locate and inspect work done within the occupational work environment on a regular basis 2.2 compare inspection results against the design requirements to establish conformity with the specified quality standards 2.3 explain the methods available to check that the work and resources conforms to the design requirements and specified quality standards.

<b>Learning outcome</b>
The learner will: 3. identify work that fails to meet the requirements and quality standards, and implement corrective action.
<b>Assessment criteria</b>
The learner can: 3.1 identify work which fails to meet required quality standards 3.2 plan and implement the required action needed to correct work not meeting specified quality standards 3.3 explain the techniques and methods used to identify work that has failed to meet quality standards 3.4 describe the various methods for implementing corrective actions to work which does not meet quality standards.

<b>Learning outcome</b>
The learner will: 4. regularly inform decision makers about significant variations in quality standards.
<b>Assessment criteria</b>
The learner can: 4.1 advise decision makers on corrections undertaken using suitable formats that comply with organisational procedures 4.2 describe the methods used to inform decision makers about significant variations in quality standards 4.3 explain when action should be taken on typical variations in quality standards relative to the occupational work environment.

## **Unit 357                      Confirming work meets quality standards in the workplace**

Supporting information

### **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 358

## Implementing procedures to support the team's performance in the workplace

<b>UAN:</b>	<b>L/503/2744</b>
<b>Level:</b>	3
<b>Credit value:</b>	11
<b>GLH:</b>	37
<b>Aim:</b>	To provide the learner with the skills and knowledge required to interpret information, support team and/or individual members to improve performance and deal with problems, follow organisational disciplinary and grievance procedures and perform a supervisory role

<b>Learning outcome</b>
The learner will: 1. identify performance and bring directly to the attention of the team member concerned.
<b>Assessment criteria</b>
The learner can: 1.1 inspect work undertaken by team members and establish performance against project and/or organisational requirements 1.2 advise team members of possible non-compliances of work undertaken whilst conforming with organisational personnel procedures 1.3 acknowledge good performance and provide related feedback to team members 1.4 explain why it is important to acknowledge good performance with team members 1.5 explain why it is important to promptly identify poor performance 1.6 explain why poor performance of a team member should be brought promptly and directly to their attention.

<b>Learning outcome</b>
The learner will: 2. provide team members with the opportunity to discuss actual or potential problems affecting their performance.
<b>Assessment criteria</b>
The learner can: 2.1 facilitate discussions with team members about any issues affecting their performance 2.2 describe typical types of team member problems arising from work-related and/or personal factors 2.3 explain the methods and techniques used to encourage and enable members to talk frankly about their problems 2.4 explain why it is important to provide opportunities for team members to discuss problems 2.5 agree with team members a course of action which is appropriate, timely and effective.

<b>Learning outcome</b>
The learner will: 3. agree with team members a course of action which is appropriate, timely and effective.
<b>Assessment criteria</b>
The learner can: 3.1 identify and discuss possible courses of action that meet the needs (where possible) of the individual and the organisation 3.2 make recommendations to the team member to develop and improve their work performance 3.3 confirm a course of action with the team member which conforms to organisational procedures 3.4 explain how to identify any problems which team members may be experiencing 3.5 describe how to devise appropriate responses to team member problems 3.6 describe the methods used to make recommendations for improvements and development of individuals and the team.

**Learning outcome**

The learner will:

4. ensure team members are aware of information regarding disciplinary and grievance procedures.

**Assessment criteria**

The learner can:

- 4.1 discuss issues that may give rise to disciplinary and grievance procedures through team briefings
- 4.2 give reasons for maintaining confidentiality when dealing with disciplinary and grievance procedures
- 4.3 explain who may and may not receive information from disciplinary and/or grievance procedures
- 4.4 describe the possible consequences should the wrong people be informed, in regards to:
  - a. the organisation
  - b. individuals rights
  - c. equality and diversity
  - d. development opportunities
- 4.5 describe methods used to keep records of issues that may give rise to disciplinary and grievance procedures that have been discussed in team meetings.

# **Unit 358**                    **Implementing procedures to support the team's performance in the workplace**

Supporting information

## **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 359

# Co-ordinating and confirming dimensional control requirements of the work in the workplace

<b>UAN:</b>	<b>D/503/2747</b>
<b>Level:</b>	3
<b>Credit value:</b>	8
<b>GLH:</b>	27
<b>Aim:</b>	To provide the learners with the skills and knowledge required to co-ordinate and communicate information with work colleagues, select, use and maintain measuring and recording equipment, confirm and measure dimensional control requirements of the work and perform a supervisory role.

<b>Learning outcome</b>
The learner will: 1. co-ordinate with and communicate accurate work information to work colleagues.
<b>Assessment criteria</b>
The learner can: 1.1 source accurate dimensional work information to allow the work being carried out to be positioned, aligned and levelled 1.2 provide work colleagues with accurate dimensional work information to allow conformance with contract specifications 1.3 explain different methods of co-ordinating with work colleagues in order to enable them to position, align and level the work 1.4 explain the different methods of communicating dimensional information with work colleagues.

<b>Learning outcome</b>
The learner will: 2. confirm and measure dimensional controls and maintain them to the specified work requirements.
<b>Assessment criteria</b>
The learner can: 2.1 identify, establish and confirm a range of dimensional controls, setting out points, lines and profiles to meet contract specifications 2.2 maintain accurate dimensional controls, setting out points, lines and profile in accordance with contract specifications 2.3 explain the different methods of measuring the following dimensional controls and setting out points, lines and profiles: a. lines b. levels c. angles d. distances e. curves f. calibrations g. tolerances 2.4 describe different methods of confirming and maintaining dimensional control, setting out points, lines and profiles.

<b>Learning outcome</b>
The learner will: 3. check and adjust measuring and recording equipment to the specified accuracy.
<b>Assessment criteria</b>
The learner can: 3.1 undertake checks and adjustments to a range of measuring and recording equipment relative to the occupational work environment or project type 3.2 explain the methods used to check mechanical, optical and electronic measuring and recording equipment applicable to the occupational area 3.3 describe how to apply manufacturers' tolerances to adjust equipment to maintain the specified accuracy.

<b>Learning outcome</b>
The learner will: 4. identify any deviations in dimensional controls and ensure they are corrected in accordance with work requirements.
<b>Assessment criteria</b>
The learner can: 4.1 locate and establish possible deviations in dimensional control on a range of work being undertaken 4.2 plan and implement corrective action that allows the work to meet project requirements 4.3 describe the methods used to identify deviations in positioning, aligning and levelling, arising from: a. transfer of lines and levels b. use of wrong lines and levels 4.4 explain the different methods of correcting deviations in position, level and alignment to meet work requirements.

<b>Learning outcome</b>
The learner will: 5. identify circumstances and conditions that require revision of work practices.
<b>Assessment criteria</b>
The learner can: 5.1 investigate and establish ongoing work and compare to the contract specifications 5.2 explain how to identify circumstances and conditions associated with the following that may affect the work and require revisions to the work procedure/practice: a. land b. water c. obstacles d. climate variation e. live conditions f. utilities g. health and safety.

## **Unit 359**      **Co-ordinating and confirming dimensional control requirements of the work in the workplace**

Supporting information

### **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 360

## Contributing to the circulation of construction related project information in the workplace

<b>UAN:</b>	<b>H/503/2748</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	23
<b>Aim:</b>	To provide the learner with the skills and knowledge required to interpret information for the organisational and communication needs of the project and perform a supervisory role.

<b>Learning outcome</b>
The learner will: 1. identify and implement the organisational and communication needs that are required for the project.
<b>Assessment criteria</b>
The learner can: 1.1 apply and use an organisational approved system for a project that allows effective communication 1.2 apply and use an approved organisational system that meets the needs of a project 1.3 describe different methods of communicating information 1.4 explain how to identify the organisational and communication needs for a project, in relation to: a. contract administration b. health, safety and welfare c. team interfaces d. integration of data.

<b>Learning outcome</b>
The learner will: 2. implement the agreed methods of communicating, reporting, recording and retrieving information.
<b>Assessment criteria</b>
The learner can: 2.1 apply and use an organisational system to report information on a project 2.2 retrieve project information following organisational procedures 2.3 describe different ways of reporting, recording and retrieving information 2.4 describe different ways of monitoring communication, reporting, recording and retrieving information 2.5 explain different ways of implementing communication, reporting, recording and retrieving information.

<b>Learning outcome</b>
The learner will: 3. identify any breakdowns in communication and take action to restore effective communication.
<b>Assessment criteria</b>
The learner can: 3.1 determine breakdowns of communication in various projects 3.2 apply methods that restore communication and which follows the approved process 3.3 describe different ways of identifying breakdowns in communication 3.4 describe the possible actions that can restore effective communications for a range of breakdown causes.

<b>Learning outcome</b>
The learner will: 4. implement agreed systems for recording and providing feedback on the ways in which resources are allocated and used.
<b>Assessment criteria</b>
The learner can: 4.1 record, following approved procedures, how resources are allocated and used on a range of projects 4.2 give feedback to relevant people, following approved procedures, that identifies how resources are allocated and used 4.3 explain ways of implementing agreed systems that records and provides feedback on the ways in which the following resources are allocated and used: a. people b. tools c. plant and/or ancillary equipment d. materials and components e. current project information.

## **Unit 360**

# **Contributing to the circulation of construction related project information in the workplace**

## Supporting information

### **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

## Unit 501

# Developing and maintaining good occupational working relationships in the workplace

<b>UAN:</b>	<b>M/503/2915</b>
<b>Level:</b>	5
<b>Credit value:</b>	8
<b>GLH:</b>	27
<b>Aim:</b>	To provide the learner with the skills and knowledge required to interpret information, adopt safe and healthy working practices, work, inform and support people and to develop and maintain good occupational working relationships.

<b>Learning outcome</b>
The learner will: 1. develop, maintain and encourage working relationships to promote good will and trust.
<b>Assessment criteria</b>
The learner can: 1.1 give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved 1.2 apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others 1.3 explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people 1.4 explain the principles of equality and diversity and how to apply them when working and communicating with others.

<b>Learning outcome</b>
The learner will: 2. inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.
<b>Assessment criteria</b>
The learner can: 2.1 communicate on the following work activity information to relevant people following organisational procedures: a. appropriate timescales b. health and safety requirements c. co-ordination of work procedures 2.2 explain the different methods and techniques used to inform relevant people about work activities 2.3 explain the effects of not informing relevant people with the expected level of urgency 2.4 explain the different types of work activity related information and to what level of detail the following people would expect to receive: a. colleagues b. employers c. customers d. contractors e. suppliers of products and services f. other people affected by the work/project.

<b>Learning outcome</b>
The learner will: 3. offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.
<b>Assessment criteria</b>
The learner can: 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: a. progress b. results c. achievements d. occupational problems e. occupational opportunities f. health and safety requirements g. co-ordinated work.

<b>Learning outcome</b>
The learner will: 4. clarify proposals with relevant people and discuss alternative suggestions.
<b>Assessment criteria</b>
The learner can: 4.1 engage regular discussions with relevant people about the occupational work activity and/or other occupations involved 4.2 explain the methods of clarifying alternative proposals with relevant people 4.3 explain the methods of suggesting alternative proposals.

<b>Learning outcome</b>
The learner will: 5. resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.
<b>Assessment criteria</b>
The learner can: 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 501                    Developing and maintaining good occupational working relationships in the workplace**

## Supporting information

### **Guidance**

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in QCF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

City & Guilds  
**Believe you can**



[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

## Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

## City & Guilds

1 Giltspur Street  
London EC1A 9DD  
T +44 (0)844 543 0000  
F +44 (0)20 7294 2413  
[www.cityandguilds.com](http://www.cityandguilds.com)

HB-03-6573