



Regulated Qualifications Unit and Assessment Specification

Unit title	Controlling Project Progress against Agreed Programmes in the Workplace
Regulator unit code	Y/616/7137
SQA unit code	H6TS 84
SSC Ref	VR 737

History of changes

Publication date: April 2014

Version: 02 (July 2017)

Version number	Date	Description	Authorised by
02	July 2017	Unit Specification updated to reflect current Ofqual terminology	Qualifications Officer

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Regulated Qualifications Unit specification

Title	Controlling Project Progress against Agreed Programmes in the Workplace	
Level	6	
Credit value	11	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1	Develop and implement systems to monitor and record the progress of the project against the agreed programme(s).	<p>1.1 Plan a system that meets organisational requirements that will monitor and record work progress for given projects.</p> <p>1.2 Investigate and monitor the progress of given projects against agreed programmes using at least four of the following systems:</p> <ul style="list-style-type: none"> ◆ visual inspection(s) ◆ resource records ◆ site inspection reports ◆ contractor's report ◆ certified payments ◆ site meetings ◆ organisational procedures ◆ management reports ◆ benchmarks ◆ comparison with project requirements <p>1.3 Document findings of monitoring systems on given projects using written, graphical and electronic formats.</p> <p>1.4 Explain how systems for monitoring and recording the progress of projects against agreed programmes can be developed.</p> <p>1.5 Give reasons why systems, that monitor and record project progress project against agreed programmes, should be developed.</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:
<p>2 Collect progress information regularly and summarise it for relevant people.</p>	<p>2.1 Gather and accumulate information on work progress of given projects on a planned frequent basis.</p> <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>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<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> <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>

Title		Controlling Project Progress against Agreed Programmes in the Workplace	
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
6	Recommend options to relevant people that aim to maintain or improve cost and progress.	6.1	Identify and analyse project progress against planned progress for given projects.
		6.2	Suggest a range of alternatives that will maintain and improve project progress, to relevant people using appropriate formats.
		6.3	Explains methods that allow recommended options that will help the project progress.
		6.4	Explain why recommendations, that will minimise increases in cost and time and help the project progress, need to be made.
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.	7.1	Identify changes that need to be made to the operational programme following investigations of work activities and resource use on given projects.
		7.2	Analyse and determine actions that need to be taken to maintain progress.
		7.3	Provide options to relevant people that allow project progress to be maintained.
		7.4	Explain methods that can regularly inform relevant people about changes to operational programmes and demands on resources.
		7.5	Explains ways and techniques of suggesting decisions and actions that need to be taken to maintain progress.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<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> <p>8.4 Explain how improvements to progress can be identified from feedback received.</p> <p>8.5 Explain ways of recommending improvements in progress to relevant people.</p> <p>8.6 Give reasons why recommended improvements in progress to relevant people need to be made.</p>

Additional information about the unit
Unit purpose and aim(s)
The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Controlling Project Progress against Agreed Programmes in the Workplace within the relevant sector of industry.
Unit start date
01 April 2014
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
This unit is based on the National Occupational Standard 'Control Project Progress against Agreed Programmes' (VR 737)
Details of the relationship between the unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
<p>This unit must be assessed in a work environment and in accordance with:</p> <ul style="list-style-type: none"> ◆ the Additional Requirements for Qualifications using the title NVQ in QCF ◆ the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment — Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs <p>Assessors for this unit must use a combination of the following assessment methods:</p> <ul style="list-style-type: none"> ◆ observation of normal work activities within the workplace that clearly confirms the required skills ◆ questioning the learner on knowledge criteria that clearly confirms the required understanding ◆ review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of controlling project progress against agreed programmes to be effective and reliable when confirming a learner's competence.</p> <p>Workplace evidence of skills cannot be simulated.</p>

Additional information about the unit (cont)
Endorsement of the unit by a sector or other appropriate body (if required)
CITB
Location of the unit within the subject/sector classification system
05.2 Building and Construction
Name of the organisation submitting the unit
CITB
Guided Learning Hours
40

Regulated Qualifications Assessment specification

Assessment (evidence) requirements

The evidence requirements for this unit are shown in the main body of the unit under the section titled 'Assessment requirements or guidance specified by a sector or regulatory body'.

Guidance on methods/instruments of assessment

Occupational skills (OS) unit

This unit is designed to assess the skills of learners in the workplace. Observation of learner performance can only be carried out on-the-job and should always be the primary and preferred source of evidence of competent performance.

Collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may arise in situations where evidence from direct observation of the learners on-the-job is deemed insufficient to fully meet the required standards. Supplementary evidence may include:

- ◆ witness testimony
- ◆ questioning
- ◆ professional discussion
- ◆ product and photographic evidence
- ◆ relevant active documentation, reports, presentations
- ◆ other valid evidence which relates directly to learner performance on-the job

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website www.sqa.org.uk.