



Regulated Qualifications Unit and Assessment Specification

Unit title	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace
Regulator unit code	D/616/7155
SQA unit code	H6V1 84
SSC Ref	VR 734

History of changes

Publication date: April 2014

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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	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	
Level	6	
Credit value	11	
Learning Outcomes		Assessment Criteria
The learner will:		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"> ◆ roles and responsibilities ◆ site or head office interface ◆ project administration ◆ health, safety, welfare and environmental needs ◆ project team interfaces ◆ integration of data ◆ sharing of project data ◆ team working ◆ the client, customer or their representative <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 management, administrative and operational controls.</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:
	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"> ◆ information on people's roles ◆ details on people's responsibilities ◆ details of the organisational structure 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 information for relevant people and/or organisations: <ul style="list-style-type: none"> ◆ oral ◆ written ◆ graphic ◆ electronic 4.3 List and describe who would likely be included when establishing communication methods for projects

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p>4.4 Explain ways that methods of communicating, reporting, recording and retrieving information, between people and organisations that have an interest and are appropriate to the needs of the project, can be established.</p> <p>4.5 Explain why methods of communicating, reporting, recording and retrieving information between interested people and organisations should be established.</p>
<p>5 Monitor the communication and organisational methods for effectiveness, identify and investigate breakdowns and take action to restore effective communication and organisation.</p>	<p>5.1 Implement systems to monitor the effectiveness of communication and organisational methods.</p> <p>5.2 Establish causes of any communication and organisational method breakdowns.</p> <p>5.3 Restore effective communication and organisational methods by implementing appropriate corrective actions.</p> <p>5.4 Explain methods that can monitor the communicating, reporting, recording and retrieving of information.</p> <p>5.5 Explain how breakdowns in communication and organisational systems can be identified.</p> <p>5.6 Describe how breakdowns in communication and organisational systems can be investigated and explain why they should be investigated.</p> <p>5.7 Explain actions that can be taken to restore effective communication and organisational systems.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>6 Use information received to make improvements to the organisation of the project and communication 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 Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>8 Complete actions following the meeting to meet objectives.</p>	<p>8.1 Draft and circulate minutes of the meeting, and distribute necessary information to relevant people.</p> <p>8.2 Monitor the completion of the agreed post-meeting actions.</p> <p>8.3 Explain methods that ensure actions are completed following meetings and the objectives are met.</p> <p>8.4 Describe ways evaluating the effectiveness of meetings.</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 Establishing and Monitoring Communication Systems and Organisational Procedures 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 'Establish and Monitor Communication Systems and Organisational Procedures' (VR 734)
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 establishing and monitoring communication systems and organisational procedures 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.