



Regulated Qualifications Unit and Assessment Specification

Unit title	Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace
Regulator unit code	R/616/7279
SQA unit code	H6V7 84
SSC Ref	VR 741

History of changes

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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	Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace	
Level	6	
Credit value	15	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1 Implement regular inspections to confirm the project requirements for the maintenance or remedial activities for property, systems or services.	1.1	<p>Arrange regular inspections that can confirm and monitor project requirements for at least three of the following maintenance or remedial activities on at least two of the following properties, systems or services:</p> <p>Maintenance/Remedial activities:</p> <ul style="list-style-type: none"> ◆ scheduled ◆ unscheduled ◆ preventative ◆ corrective ◆ emergency <p>Property, systems or services:</p> <ul style="list-style-type: none"> ◆ highways ◆ traffic controls ◆ structures ◆ external structure ◆ internal structure ◆ historical or preservation interests ◆ internal fabric ◆ external fabric services ◆ utilities and services ◆ landscaping
	1.2	Explain how project requirements for maintenance or remedial work of property, systems or services can be confirmed.
	1.3	Explain who must be consulted with when confirming project requirements.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>2 Identify and review influencing factors and guidance material about the property, system or service.</p>	<p>2.1 Evaluate at least four of the following influencing factors when determining maintenance or remedial activities:</p> <ul style="list-style-type: none"> ◆ organisational requirements ◆ project requirements ◆ current legislation ◆ resource allocation ◆ working requirements ◆ environmental considerations ◆ near neighbours ◆ weather conditions ◆ ground or site conditions ◆ sustainability ◆ client, customer or their representative <p>2.2 Examine at least three of the following guidance materials when determining maintenance or remedial activities:</p> <ul style="list-style-type: none"> ◆ plans, drawings or diagrams ◆ owner's manuals ◆ log books ◆ maintenance schedules and manuals ◆ practice guides and specifications ◆ current legislation and official guidance ◆ historical data ◆ existing records <p>2.3 Explain how influencing factors can be identified and reviewed.</p> <p>2.4 Explain methods that influencing factors and guidance materials can be identified and reviewed.</p> <p>2.5 Give reasons why influencing factors need to be identified and reviewed against guidance materials.</p>

Learning Outcomes	Assessment Criteria
<p>The learner will:</p>	<p>The learner can:</p>
<p>3 Prioritise maintenance or remedial activities to take account of influencing factors whilst maintaining consistency.</p>	<p>3.1 Plan and prioritise maintenance or remedial activities taking identified influencing factors into account.</p> <p>3.2 Amend priorities for maintenance or remedial activities priorities having taken into account of at least four of the following changing circumstances:</p> <ul style="list-style-type: none"> ◆ susceptibility to damage ◆ safety requirements ◆ need to inhibit, and respond to deterioration ◆ weather conditions ◆ ground or site conditions ◆ environmental conditions ◆ use or change of use ◆ changing circumstances ◆ current legislation ◆ resources ◆ security threats ◆ client, customer or their representative <p>3.3 Explain how influencing factors can be assessed and accounted for and why they need to be assessed and accounted for.</p> <p>3.4 Explain how to prioritise maintenance or remedial activities.</p> <p>3.5 Give reasons why maintenance or remedial activities need to be prioritised.</p> <p>3.6 Explain ways of accounting for changing circumstances</p> <p>3.7 Describe how priorities can be amended when reviewing influencing factors.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>4 Ensure maintenance or remedial activity records of actions carried out and data collected are current.</p>	<p>4.1 Complete and/or arrange maintenance or remedial activity records for four of the following activities and data:</p> <ul style="list-style-type: none"> ◆ inspections ◆ faults or problems ◆ corrective actions ◆ costs ◆ resources ◆ complaints ◆ delays <p>4.2 Monitor maintenance or remedial activity records to ensure they are up to date.</p> <p>4.3 Give reasons why records of activities and data, carried out and collected, for maintenance or remedial activities/work need to be current.</p> <p>4.4 Explain ways of ensuring that records of activities and data are current.</p>
<p>5 Identify, assess and maintain the necessary resources for maintenance or remedial activities.</p>	<p>5.1 Acquisition and maintain at least two of the following resources when planning and scheduling maintenance or remedial activities:</p> <ul style="list-style-type: none"> ◆ people ◆ plant, equipment or machinery ◆ materials and components ◆ sub-contractors ◆ information ◆ work area and facilities ◆ waste management ◆ utility providers <p>5.2 Describe how the necessary resources for maintenance or remedial activities can be identified.</p> <p>5.3 Explain how to assess the quantity and quality of resources for maintenance or remedial activities.</p> <p>5.4 Explain ways and methods that maintain necessary resources for the maintenance or remedial work of property, systems or services.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>6 Prepare plans and schedules of maintenance or remedial activities and negotiate and agree them with decision-makers.</p>	<p>6.1 Plan and schedule at least three of the following maintenance or remedial activities:</p> <ul style="list-style-type: none"> ◆ planned maintenance or remedial activities ◆ tendered works ◆ responsive works ◆ preventative maintenance or remedial work ◆ cost estimated works ◆ seasonal maintenance ◆ traffic maintenance (signs, lights and guards) ◆ emergency works ◆ contingency plans <p>6.2 Discuss and gain agreement of prepared plans and schedules with decision makers.</p> <p>6.3 Explain how plans and schedules can be prepared for maintenance or remedial activities.</p> <p>6.4 Explain methods of negotiating and agreeing plans and schedules with decision-makers.</p> <p>6.5 Give reasons why plans and schedules for maintenance or remedial activities are needed.</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 Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services 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 'Plan and Schedule the Maintenance or Remedial Activities of Property, Systems or Services' (VR 741)
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 planning and scheduling the maintenance or remedial activities of property, systems or services 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
50

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.