



Regulated Qualifications Unit and Assessment Specification

| | |
|----------------------------|---|
| Unit title | Manage Construction Project Health and Safety Information |
| Regulator unit code | T/616/7212 |
| SQA unit code | H7AH 84 |
| SSC Ref | CDM/C02 |

History of changes

Publication date: July 2014

Version: 02 (July 2017)

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

© Scottish Qualifications Authority 2014

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Regulated Qualifications Unit specification

| | | |
|--|---|--|
| Title | Manage Construction Project Health and Safety Information | |
| Level | 6 | |
| Credit value | 53 | |
| Learning Outcomes | Assessment Criteria | |
| The learner will: | The learner can: | |
| 1 Be able to obtain and evaluate construction related information. | 1.1 Obtain information about project constraints which may contribute to the preparation of documents . | 1.2 Collate, organise and store information so that it can be quickly identified and retrieved when it is needed. |
| | 1.3 Evaluate the information to see whether it is adequate to meet the requirements of the duty holders . | 1.4 Assess the available information accurately to determine its adequacy in relation to the construction process . |
| | 1.5 Ensure that the relevant duty holders obtain the necessary information to complete the necessary assessment satisfactorily. | |
| 10 Understand how to compile a health and safety file. | 10.1 Describe how to identify whether a health and safety file already exists and review how this should be updated. | 10.2 Evaluate how to specify what information and guidance will be needed by the people who will use the health and safety file and which duty holders will provide the information . |
| | 10.3 Explain how to collate the most recent information produced by duty holders during design, construction and installation, which can be used for guidance about health and safety issues. | 10.4 Explain how to produce a health and safety file which is in a durable format and capable of interpretation by an informed lay user to the client. |

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| | <p>10.5 Explain how to provide the health and safety file to the client which contains information and guidance which helps the users to identify limitations and plan subsequent construction works without risk to health and safety and which is legally compliant.</p> |
| <p>11 Understand how to obtain and evaluate construction related information.</p> | <p>11.1 Explain how to obtain information about project constraints which may contribute to the preparation of documents.</p> <p>11.2 Explain how to collate, organise and store information so that it can be quickly identified and retrieved when it is needed.</p> <p>11.3 Evaluate the information to see whether it is adequate to meet the requirements of the duty holders.</p> <p>11.4 Examine how to assess the available information accurately to determine its adequacy in relation to the construction process.</p> <p>11.5 Explain how to ensure that the relevant duty holders obtain the necessary information to complete the necessary assessment satisfactorily.</p> |
| <p>12 Be able to plan and undertake site familiarisation.</p> | <p>12.1 Collate available information and documents and identify the objectives and purpose of the site familiarisation.</p> <p>12.2 Select valid, accurate and relevant information for the site familiarisation process.</p> <p>12.3 Evaluate relevant information and advice and identify significant factors which may influence the site familiarisation.</p> <p>12.4 Identify any relevant site attributes and record them.</p> |

| Learning Outcomes | | Assessment Criteria | |
|-------------------|--|---------------------|--|
| The learner will: | | The learner can: | |
| 13 | Understand how to plan and undertake site familiarisation. | 13.1 | Explain how to collate available information and documents and identify the objectives and purpose of the site familiarisation. |
| | | 13.2 | Evaluate how to select valid, accurate and relevant information for the site familiarisation process. |
| | | 13.3 | Evaluate relevant information and advice and identify significant factors which may influence the site familiarisation. |
| | | 13.4 | Describe how to identify any relevant site attributes and record them. |
| 14 | Be able to identify and assess design related hazards and risks. | 14.1 | Ensure that designers consider the principles of prevention when making design decisions . |
| | | 14.2 | Co-ordinate designers to ensure the compliance of designs with relevant health and safety regulations and legal framework. |
| | | 14.3 | Review operations , individual activities and the interfaces between them that may give rise to hazards . |
| | | 14.4 | Ensure that accurate information on any potential risks resulting from the hazards is obtained. |
| | | 14.5 | Ensure that hazards are assessed to identify the significance of risks on an iterative basis in the design development throughout the whole project. |
| | | 14.6 | Ensure that the outcomes of the health and safety aspects of the design process in the pre-construction information are effectively communicated to other duty holders . |
| | | 14.7 | Encourage a culture of health, safety and welfare in design processes and decision making including communication and co-ordination with other duty holders . |

| Learning Outcomes | Assessment Criteria |
|---|--|
| <p>The learner will:</p> | <p>The learner can:</p> |
| <p>15 Understand how to identify and assess design related hazards and risks.</p> | <p>15.1 Explain how to ensure that designers consider the principles of prevention when making design decisions.</p> <p>15.2 Propose how to co-ordinate designers to ensure the compliance of designs with relevant health and safety regulations and legal framework.</p> <p>15.3 Examine how to review operations, individual activities and the interfaces between them that may give rise to hazards.</p> <p>15.4 Explain how to ensure that accurate information on any potential risks resulting from the hazards is obtained.</p> <p>15.5 Explain how to ensure that hazards are assessed to identify the significance of risks on an iterative basis in the design development throughout the whole project.</p> <p>15.6 Explain how to ensure that the outcomes of the health and safety aspects of the design process in the pre-construction information are effectively communicated to other duty holders.</p> <p>15.7 Propose how to encourage a culture of health, safety and welfare in design processes and decision making including communication and co-ordination with other duty holders.</p> |
| <p>16 Be able to review the construction phase plan.</p> | <p>16.1 Obtain a copy of the current construction phase plan before the start of the construction phase.</p> <p>16.2 Review the construction phase plan to see that it adequately meets the requirements of the Regulations and addresses the key project risks identified in the pre-construction information.</p> <p>16.3 Review the welfare proposals to ensure that they adequately meet the requirements of Schedule Two in the Regulations.</p> |

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| | <p>16.4 Provide suitable and sufficient advice to the client about the adequacy of the construction phase plan and the implications of that advice for the start of the construction phase.</p> |
| <p>17 Understand how to review the construction phase plan.</p> | <p>17.1 Explain how to obtain a copy of the current construction phase plan before the start of the construction phase.</p> <p>17.2 Examine how to review the construction phase plan to see that it adequately meets the requirements of the Regulations and addresses the key project risks identified in the pre-construction information.</p> <p>17.3 Examine how to review the welfare proposals to ensure that they adequately meet the requirements of Schedule Two in the Regulations.</p> <p>17.4 Explain how to provide suitable and sufficient advice to the client about the adequacy of the construction phase plan and the implications of that advice for the start of the construction phase.</p> |
| <p>18 Be able to compile a health and safety file.</p> | <p>18.1 Identify whether a health and safety file already exists and review how this should be updated.</p> <p>18.2 Specify what information and guidance will be needed by the people who will use the health and safety file and which duty holders will provide the information.</p> <p>18.3 Collate the most recent information produced by duty holders during design, construction and installation, which can be used for guidance about health and safety issues.</p> <p>18.4 Produce a health and safety file which is in a durable format and capable of interpretation by an informed lay user to the client.</p> |

| Learning Outcomes | Assessment Criteria |
|--------------------------|---|
| The learner will: | The learner can: |
| | 18.5 Provide the health and safety file to the client which contains information and guidance which helps the users to identify limitations and plan subsequent construction works without risk to health and safety and which is legally compliant. |

| |
|--|
| Additional information about the unit |
| Unit purpose and aim(s) |
| <p>This unit reflects the skills that the CDM Co-ordinator needs to collect the Pre-Construction Information, to check its completeness and to get any gaps filled.</p> <p>This standard reflects the skill required of the CDM Co-ordinator in obtaining and evaluating project information.</p> <p>This standard reflects the skills that the CDM Co-ordinator needs to prepare to go to site, to attend site safely and to collect and evaluate relevant information for the Pre-Construction Information.</p> <p>This standard reflects the skills that the CDM Co-ordinator needs to ensure that designers perform their duties under CDM2007 to eliminate hazards, to reduce risks and provide and evaluate relevant information for additions to the Pre-Construction information and to make it available to the relevant people.</p> <p>C02.4 Review the construction phase plan</p> <p>This standard reflects the skills that the CDM Co-ordinator needs for obtaining the Principal Contractor's Construction Phase Plan with its welfare arrangements, to review them and to provide advice to clients about their adequacy so that they can decide whether or not to allow the construction works to proceed.</p> <p>C02.5 Compile a health and safety file</p> <p>This standard reflects the skills that the CDM Co-ordinator needs to identify whether there is/are existing Health and Safety File(s) that need updating, to confirm the clients' requirements with respect to the Health and Safety File that will exist at the end of the project and to collect the relevant information and produce the project Health and Safety File for delivery to the client.</p> |
| Unit start date |
| 01 July 2014 |
| Details of the relationship between the unit and relevant national occupational standards (if appropriate) |
| This unit is directly based on sector National Occupational Standards (Based on CIC B57.1/D23.2/D34.1/E12.1). |
| Details of the relationship between the unit and other standards or curricula (if appropriate) |
| The unit sets out the competence and knowledge specification for CDM/C02 in Construction Design and Management Co-ordination. |

Additional information about the unit (cont)

Assessment requirements specified by a sector or regulatory body (if appropriate)

The following ranges apply:

Learning Outcome 1 and 11

1 Information:

- ◆ design brief
- ◆ design information from earlier stages
- ◆ surveys
- ◆ reports
- ◆ statutory approvals
- ◆ statutory requirements
- ◆ standards and codes of practice
- ◆ technical literature

2 Documents:

- ◆ pre-construction information
- ◆ specifications
- ◆ drawings
- ◆ schedules
- ◆ existing health and safety files
- ◆ notification of project

3 Duty holders:

- ◆ designers
- ◆ principal contractor
- ◆ contractor

4 Construction process:

- ◆ materials and component performance and availability
- ◆ structural forms
- ◆ physical environmental factors
- ◆ occupancy
- ◆ health, safety and welfare
- ◆ fire protection
- ◆ access
- ◆ plant, equipment and people availability
- ◆ transportation
- ◆ traffic generation and management
- ◆ general environmental factors
- ◆ waste
- ◆ seasonal weather conditions
- ◆ sustainability
- ◆ buildability
- ◆ demolition

Additional information about the unit (cont)

Assessment requirements specified by a sector or regulatory body (if appropriate) (cont)

Learning Outcome 12 and 13

1 Significant factors:

- ◆ health and safety requirements
- ◆ security requirements
- ◆ access

2 Site attributes:

- ◆ occupiers
- ◆ near neighbours
- ◆ public access
- ◆ site conditions
- ◆ environmental considerations
- ◆ vehicular
- ◆ security/trespass
- ◆ possible site layout
- ◆ storage of materials
- ◆ observed hazards
- ◆ hazards from existing and previous maintenance management

Learning Outcome 14 and 15

1 Design decisions

- ◆ identify project requirements
- ◆ planning
- ◆ investigation
- ◆ verifying competence and resource
- ◆ analysis
- ◆ identify interactions
- ◆ calculation
- ◆ testing
- ◆ selecting materials, components and systems
- ◆ assessing costs (including life cycle)
- ◆ detailing and specifying
- ◆ consideration of costs and benefits (including lifestyle costing)
- ◆ assessing buildability
- ◆ site layout to accommodate construction phase requirements

2 Designs:

- ◆ infrastructure
- ◆ structure
- ◆ building fabric
- ◆ prefabrication
- ◆ finishes
- ◆ services and equipment
- ◆ landscape
- ◆ temporary works
- ◆ identification by designers of a safe method of construction

Additional information about the unit (cont)

Assessment requirements specified by a sector or regulatory body (if appropriate) (cont)

3 Operations:

- ◆ site establishment
- ◆ constructing (infrastructure, structure, building fabric, prefabrication, finishes, services and equipment, landscape, temporary works)
- ◆ temporary works
- ◆ use and operating
- ◆ cleaning
- ◆ maintaining
- ◆ altering
- ◆ demolition
- ◆ commissioning
- ◆ decommissioning
- ◆ refurbishing

4 Hazards:

- ◆ falls from height
- ◆ slips, trips and falls (same height)
- ◆ hit by falling or moving objects
- ◆ manual handling
- ◆ health issues
- ◆ power sources
- ◆ hazardous substances
- ◆ trapped by something collapsing or overturning
- ◆ confined spaces
- ◆ fire
- ◆ obstructions
- ◆ moving vehicles
- ◆ water
- ◆ lack of security/breaches
- ◆ sector or context specific

5 Potential risks:

- ◆ injuring people
- ◆ causing ill health
- ◆ damaging property
- ◆ adversely affecting the natural and built environment
- ◆ contravening legislative requirements
- ◆ litigation and prosecution
- ◆ causing adverse publicity/perception
- ◆ working conditions and circumstances, buildability
- ◆ alienating workforce/team members

Additional information about the unit (cont)

Assessment requirements specified by a sector or regulatory body (if appropriate) (cont)

6 Significance of risks:

- ◆ not likely to be obvious to a competent contractor or designer
- ◆ unusual
- ◆ likely to be difficult to manage effectively

7 Duty holders:

- ◆ designers
- ◆ principal contractor
- ◆ contractor

Learning Outcome 16 and 17

1 Construction Phase Plan:

- ◆ project specific
- ◆ provision for record revisions
- ◆ in a form suitable for the users
- ◆ topics as approved Code of Practice manage Health and Safety in Construction Appendix 3

2 Requirements of Schedule Two in the Regulations:

- ◆ sanitary conveniences
- ◆ washing facilities
- ◆ drinking water
- ◆ changing rooms and lockers
- ◆ facilities for rest

Learning Outcome 18 and 10

1 Information and guidance

- ◆ description of work carried out
- ◆ residual hazards
- ◆ key structural principles
- ◆ hazardous materials
- ◆ dismantling installed plant
- ◆ provision for cleaning operations
- ◆ location of services
- ◆ as-built drawings

2 Duty holders:

- ◆ client
- ◆ CDM co-ordinator
- ◆ designers
- ◆ principal contractors
- ◆ contractors

Additional information about the unit (cont)

Assessment requirements specified by a sector or regulatory body (if appropriate) (cont)

3 Format:

- ◆ logically structured
- ◆ durable
- ◆ co-ordinated with Operation and Management Manual

Taken as a whole, the evidence must show that the learner consistently meets all the Assessment Criteria, across the ranges for the Element.

Performance Evidence

There must be workplace evidence against each Assessment Criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant Assessment Criteria.

Learning Outcome 1

Product Evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of information about project constraints which has been obtained, collated, evaluated and assessed (ALL) [ALL].

Simulations are not considered to be acceptable for producing this evidence.

Process Evidence: not applicable

Learning Outcome 12

Product Evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence

- 1 Evaluation(s) of information, advice and significant factors which include objectives and purpose (12.1, 12.2, 12.3, 12.4) [ALL].

Simulations are not considered to be acceptable for producing this evidence.

Process Evidence: not applicable

Additional information about the unit (cont)

Assessment requirements specified by a sector or regulatory body (if appropriate) (cont)

Learning Outcome 14

Product Evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Records of hazard assessments, that include collaboration with interested parties and identified risks (ALL) [ALL].

Simulations are not considered to be acceptable for producing this evidence.

Process Evidence: not applicable

Learning Outcome 16

Product Evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Reviews of current construction phase plan and welfare proposals (ALL) [ALL].
- 2 Records of advice given on the adequacy of the construction phase plan (16.4) [16.1].

Process Evidence: not applicable

Learning Outcome 18

Product Evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Specifications for the information and guidance (18.2) [18.1].
- 2 Health and safety file including guidance and information produced (ALL) [ALL].

Process Evidence: not applicable

This Unit must be assessed in a work environment and in accordance with the:

- ◆ Additional requirements for qualifications using the title NVQs in QCF
- ◆ 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'

| |
|--|
| 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 |
| 4.1 Engineering, 5.2 Building and Construction |
| Name of the organisation submitting the unit |
| CITB |
| Guided Learning Hours |
| 170 |

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.