



## **Regulated Qualifications Unit and Assessment Specification**

<b>Unit title</b>	Controlling Work Against Agreed Standards in the Workplace
<b>Regulator unit code</b>	Y/616/7140
<b>SQA unit code</b>	H7KG 80
<b>SSC Ref</b>	VR 709v2

## History of changes

**Publication date:** September 2014

**Version:** 02 (July 2017)

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

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## Regulated Qualifications Unit specification

<b>Title</b>	Controlling Work Against Agreed Standards in the Workplace	
<b>Level</b>	4	
<b>Credit value</b>	9	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1	Identify quality standards from available information and pass onto people responsible for their implementation before work starts.	<p>1.1 Extract quality information from at least three of the following standards:</p> <ul style="list-style-type: none"> <li>◆ Statutory requirements</li> <li>◆ British Standards</li> <li>◆ International Standards</li> <li>◆ Codes of Practice</li> <li>◆ Organisational standards</li> <li>◆ Trade advisory guidance and best practice</li> <li>◆ Benchmarks and key performance indicators</li> </ul> <p>1.2 Communicate to those responsible for their implementation, the required quality standards for intended work, prior to the commencement of work.</p> <p>1.3 Explain the different ways that quality standards can be identified.</p> <p>1.4 Explain procedures that can be used to ensure that people responsible receive appropriate information on quality standards prior to the commencement of work.</p> <p>1.5 Explain different ways of ensuring that people responsible implement appropriate quality standards before work.</p> <p>1.6 Outline the types of people responsible for providing, implementing, maintaining and agreeing quality standards.</p>
2	Communicate the responsibilities that individuals have for maintaining quality.	<p>2.1 Identify relevant individuals responsible for maintaining quality standards for relevant work.</p> <p>2.2 Inform relevant individuals of their responsibilities in maintaining quality standards.</p>

Learning Outcomes <b>The learner will:</b>	Assessment Criteria <b>The learner can:</b>
	2.3 Describe methods and techniques of communicating individual responsibilities for maintaining quality standards.
3 Implement systems to inspect and control the quality of work and record the outcomes.	<p>3.1 Follow organisational systems for examining work by undertaking at least six of the following systems:</p> <ul style="list-style-type: none"> <li>◆ visual inspections</li> <li>◆ checks with design requirements</li> <li>◆ checks with standard documentation</li> <li>◆ checks with manufacturer's documentation</li> <li>◆ checks with delivery notes</li> <li>◆ sampling and mock-ups</li> <li>◆ testing</li> <li>◆ site inspection reports</li> <li>◆ contractor's reports</li> <li>◆ site meetings</li> <li>◆ dimensional checks</li> <li>◆ handover checks</li> </ul> <p>3.2 Document findings of inspections following organisational procedures and compare with agreed quality standards for the work.</p> <p>3.3 Explain different ways of implementing systems that control the quality of work.</p> <p>3.4 Explain typical methods of checking the quality of work against agreed quality standards.</p> <p>3.5 Outline different ways of recording findings obtained from quality inspections.</p> <p>3.6 Give reasons for implementing systems that control and record the quality of work.</p>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>4 Check regularly that work conforms to the design requirements and the specified quality standards.</p>	<p>4.1 Undertake regular checks to ensure work conforms to the design requirements and agreed quality standards.</p> <p>4.2 Describe the different methods of checking that work conforms to the design requirements and specified quality standards.</p>
<p>5 Identify work which fails the requirements and specified quality standards and ensure corrective action is taken.</p>	<p>5.1 Apply corrective actions to faults relating to least one of the following areas:</p> <ul style="list-style-type: none"> <li>◆ materials and components and their use</li> <li>◆ methods of construction</li> </ul> <p>5.2 Explain the techniques that allows work which fails to meet the requirements and quality standards to be identified.</p> <p>5.3 Describe measures that should be taken to ensure corrective actions are taken when work which does not meet the standards are identified.</p>
<p>6 Inform decision makers regularly about significant variations in quality standards, programme and safety implications, and suggest improvements.</p>	<p>6.1 Communicate with decision makers on issues with quality standards, programme and safety implications.</p> <p>6.2 Identify and propose solutions to enable work to meet agreed quality standards, programme and safety requirements.</p> <p>6.3 Explain when and how decision makers should be informed about significant variations in quality standards, programmes and possible safety implications.</p> <p>6.4 Describe techniques and methods of suggesting improvements to decision makers.</p>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>7 Identify improvements from feedback received and recommend them to people responsible.</p>	<p>7.1 Implement systems that allow feedback on the quality of work being undertaken and identify solutions that can be made.</p> <p>7.2 Communicate suggestions of improvements that can be made on relevant work to at least two of the following people:</p> <ul style="list-style-type: none"> <li>◆ clients, customers or their representatives</li> <li>◆ contractors</li> <li>◆ consultants</li> <li>◆ sub-contractors</li> <li>◆ suppliers</li> <li>◆ workforce</li> <li>◆ internal management</li> </ul> <p>7.3 Explain how improvements in quality can be identified and how to make recommendations for improvements in quality to the people responsible.</p>

<b>Additional information about the unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in controlling work against agreed standards in the workplace within the relevant sector of industry.
<b>Unit start date</b>
01 September 2014
<b>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</b>
This unit is based on the National Occupational Standard 'Control Work Against Agreed Quality Standards' (VR 709v2).
<b>Details of the relationship between the unit and other standards or curricula (if appropriate)</b>
N/A
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
<p>This unit must be assessed in a work environment and in accordance with:</p> <ul style="list-style-type: none"> <li>◆ the Additional Requirements for Qualifications using the title NVQ in QCF</li> <li>◆ the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</li> </ul> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
<b>Endorsement of the unit by a sector or other appropriate body (if required)</b>
CITB
<b>Location of the unit within the subject/sector classification system</b>
05.2 Building and Construction
<b>Name of the organisation submitting the unit</b>
CITB

<b>Additional information about the unit (cont)</b>
<b>Guided Learning Hours</b>
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](http://www.sqa.org.uk).