



Regulated Qualifications Unit and Assessment Specification

Unit title	Prepare Programmes and Schedules of Work in Construction
Regulator unit code	J/616/7313
SQA unit code	H7S9 79
SSC Ref	COSCCOC02

History of changes

Publication date: August 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	Prepare Programmes and Schedules of Work in Construction	
Level	3	
Credit value	16	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1 Be able to obtain the information needed to take critical decisions.	1.1 Identify the types of information you need to make the required decisions.	1.2 Ensure that your sources of information are reliable and sufficiently wide-ranging to meet your information needs.
	1.3 Ensure that your methods of obtaining information are reliable, effective and make efficient use of resources.	1.4 Ensure that your methods of obtaining information are consistent with organisational values, policies and legal requirements.
	1.5 Ensure that the information you obtain is accurate, relevant and sufficient to allow you to take decisions.	1.6 Ensure that where information is inadequate, contradictory or ambiguous, you take prompt and effective action to deal with this.
2 Understand how to obtain the information needed to take critical decisions.	2.1 Describe how to identify the information you need to make the required decisions.	2.2 Explain how to ensure that your sources of information are reliable and sufficiently wide-ranging to meet your information needs.
	2.3 Explain how to ensure that your methods of obtaining information are reliable, effective and make efficient use of resources.	

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p>2.4 Explain how to ensure that your methods of obtaining information are consistent with organisational values, policies and legal and ethical requirements.</p> <p>2.5 Explain how to ensure that the information you obtain is accurate, relevant and sufficient to allow you to take decisions.</p> <p>2.6 Explain how to ensure that where information is inadequate, contradictory or ambiguous that you take prompt and effective action to deal with this.</p>
<p>3 Be able to confirm project requirements.</p>	<p>3.1 Confirm with decision makers their immediate goals and objectives of project stakeholders.</p> <p>3.2 Identify the function and performance requirements for the project.</p> <p>3.3 Clarify the project stakeholders' requirements, the options available and the constraints and risks which might apply to the project.</p> <p>3.4 Identify project requirements and stakeholders' requirements which do not appear to be realistic and identify valid option.</p> <p>3.5 Summarise the project requirements in order to prepare a work schedule.</p>
<p>4 Understand how to confirm project requirements.</p>	<p>4.1 Explain how to confirm with decision makers their immediate goals and objectives of project stakeholders.</p> <p>4.2 Describe what to identify as the function and performance requirements for the project.</p> <p>4.3 Explain how to clarify the project stakeholders' requirements, the options available and the constraints and risks which might apply to the project.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p>4.4 Describe what to identify as project requirements and stakeholders' requirements which do not appear to be realistic and valid option.</p> <p>4.5 Explain how to summarise the project requirements in order to prepare a work schedule.</p>
<p>5 Be able to prepare a work schedule.</p>	<p>5.1 Produce detailed schedules of work which are accurate, and contain a statement of the scope of work and the services needed.</p> <p>5.2 Estimate and obtain the work content and time duration accurately in consultation with others.</p> <p>5.3 Plan the schedules of work so that they are achievable with the resources available.</p> <p>5.4 Calculate appropriate and realistic allowances to meet anticipated contingencies.</p> <p>5.5 Draft the schedules of work in a format which is appropriate to the type and scope of the work.</p> <p>5.6 Present information clearly and accurately and reach agreement using a style and approach which maintains goodwill and trust.</p>
<p>6 Understand how to prepare a work schedule.</p>	<p>6.1 Explain how to produce schedules of work containing the scope of the work and the services.</p> <p>6.2 Examine how to estimate and obtain the work content and time duration.</p> <p>6.3 Propose how to plan the schedules of work.</p> <p>6.4 Explain how to calculate allowances to meet anticipated contingencies.</p> <p>6.5 Evaluate how to draft the schedules of work.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p data-bbox="799 324 1358 362">6.6 Explain how to present information.</p> <p data-bbox="799 392 1342 495">6.7 Evaluate how to reach agreement using a style and approach which maintains goodwill and trust.</p>

Additional information about the unit
Unit purpose and aim(s)
<p>This unit is about obtaining, confirming, recording, storing, using and presenting information. You will need to identify the information you require and ensure that it is accurate, reliable and effective and that it also meets organisational and legal requirements.</p> <p>You will need to ensure that systems and procedures are suitable, comply with organisational and legal requirements and allow authorised access. You will need to identify possible improvements, either personally or with team members, and make recommendations for improvement.</p> <p>You will need to identify and agree project requirements. You will need to identify unrealistic project requirements, decide on alternatives, and summarise and present the project requirements. You will need to produce detailed accurate schedules, allowing for anticipated contingencies in an appropriate agreed format.</p>
Unit start date
01 August 2014
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
The unit sets out the competence and knowledge specification for COSCCOC02 in Construction Contracting Operations.
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>The following ranges apply: Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> ◆ Sources of information: <ul style="list-style-type: none"> — people within your organisation — people outside your organisation — internal information systems — published media — specially commissioned research — valid personal experience ◆ Types of information: <ul style="list-style-type: none"> — quantitative — qualitative

Additional information about the unit (cont)

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

- ◆ Methods of obtaining information:
 - listening and watching
 - reading
 - spoken questioning
 - written questioning
 - formal research conducted personally
 - formal research conducted by third parties
- ◆ Decisions:
 - affecting operational performance
 - affecting organisational policy

Learning Outcomes 3 and 4

- ◆ Project Stakeholders:
 - the client
 - design consultants
 - line management
 - potential contractors
 - potential subcontractors and suppliers
 - independent client advisers
 - user groups
 - funding agencies
 - special interest groups
 - local community
- ◆ Goals and Objectives
 - quantity
 - design quality
 - build quality
 - cost
 - time
 - development
 - improvement
 - fitness for purpose
 - whole life costs
 - use/adaptability
 - whole life costs
 - health, safety and welfare
 - economic impacts
 - community impacts
 - environmental impact
 - security
 - conservation impact

Additional information about the unit (cont)

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

- ◆ Clarify the project stakeholders' requirements by:
 - reference to standard documentation
 - checklists
 - client consultation
 - questionnaires
 - comparative field research
 - market research
 - technical requirements
 - client requirements
 - insurance risk impact
 - project management plan
- ◆ Constraints and risks
 - cost
 - time
 - resources
 - health and safety
 - the environment
 - technical

Learning Outcomes 5 and 6

- ◆ Scope of work:
 - time
 - cost
 - quality objectives
- ◆ Services:
 - design (including management services)
 - materials
 - construction (eg buildings, roads, motorways, railways and all infrastructure projects)
 - plant and equipment
 - people
 - manufacture
- ◆ Present:
 - orally
 - in writing
 - graphically
 - electronically

This unit must be assessed in a work environment, in accordance with:

- ◆ the Additional Requirements for Qualifications using the title NVQ in QCF
- ◆ the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.

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
80

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.