

<b>Level:</b>	6
<b>TQT value:</b>	90
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Confirm the programmes, and schedules, identify priorities and critical activities, and plan how the work will be undertaken.	1.1 Confirm the proposed programmes and schedules with those responsible.
	1.2 Identify and record the priorities and critical activities and devise a plan on how the work will be undertaken.
	1.3 Explain how to identify priorities and critical activities in programmes and schedules.
	1.4 Describe how to confirm the following: <ul style="list-style-type: none"> <li>– programmes</li> <li>– critical activities</li> <li>– action lists</li> <li>– method statements</li> <li>– risk assessments.</li> </ul>
	1.5 Explain how to plan the work to be undertaken.
2 Allocate work to team members, taking into account their skills, knowledge and experience.	2.1 Evaluate and assign work to team members fairly taking into account their skills, knowledge, experience and workload.
	2.2 Brief the team members on the work they have been assigned and record the outcomes.
	2.3 Explain how to allocate work fairly to team members taking into account their skills, knowledge, experience and current workload.
3 Check the validity of team member's documentation	3.1 Carry out checks of team members' industry certification cards, competence schemes, qualifications, certificates and training to verify their validity.
	3.2 Describe how to use card checking systems, applications and online databases to verify the validity of the following: <ul style="list-style-type: none"> <li>– industry certification cards</li> <li>– competence schemes</li> <li>– qualifications</li> <li>– certificates</li> <li>– training.</li> </ul>
	3.3 Explain why it is important to verify the validity of any presented documentation prior to a team member entering site and commencing work.

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
4 Brief team members on the quality standards and outcomes expected	4.1 Brief team members on the quality standards and outcomes expected from them.
	4.2 Explain how to brief team members about the following quality standards or outcomes expected: <ul style="list-style-type: none"> <li>– statutory requirements</li> <li>– project specifications</li> <li>– British Standards</li> <li>– International Standards</li> <li>– Codes of practice</li> <li>– organisational standards</li> <li>– manufacturer's technical information and product data sheets</li> <li>– benchmarks or key performance indicators.</li> </ul>
5 Monitor both the progress and quality of the work	5.1 Monitor and record both the progress and the quality of work being undertaken.
	5.2 Explain how to check the progress of work against the following: <ul style="list-style-type: none"> <li>– programmes and schedules</li> <li>– critical activities</li> <li>– action lists</li> <li>– method statements</li> <li>– risk assessments.</li> </ul>
	5.3 Explain how to check work against the following required quality standards and expected outcomes: <ul style="list-style-type: none"> <li>– statutory requirements</li> <li>– project specifications</li> <li>– British Standards</li> <li>– International Standards</li> <li>– Codes of practice</li> <li>– organisational standards</li> <li>– manufacturer's technical information and product data sheets</li> <li>– benchmarks or key performance indicators.</li> </ul>
	5.4 Explain why it is important to check the progress of work and standards of quality.

713 Allocating work and monitoring people's performance in the workplace

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>6 Provide prompt and constructive feedback.</p>	<p>6.1 Provide prompt and constructive feedback to those undertaking the work.</p>
	<p>6.2 Explain how to provide constructive feedback to team members on the progress of work and standards of quality by using the following:</p> <ul style="list-style-type: none"> <li>– formal appraisal</li> <li>– interim appraisal</li> <li>– verbal report</li> <li>– written report</li> <li>– references</li> </ul>
<p>7 Motivate team members to complete the work they have been allocated and provide additional support.</p>	<p>7.1 Motivate team members to complete the work they have been allocated.</p>
	<p>7.2 Review and provide additional support where needed to team members</p>
	<p>7.3 Explain how to motivate team members using the following:</p> <ul style="list-style-type: none"> <li>– inspire</li> <li>– stimulate</li> <li>– prompt</li> <li>– encourage</li> <li>– incentivise.</li> </ul>
	<p>7.4 Explain how to provide additional support for the following:</p> <ul style="list-style-type: none"> <li>– people</li> <li>– plant, equipment or machinery</li> <li>– materials and components</li> <li>– sub-contractors</li> <li>– information</li> <li>– work area and facilities</li> <li>– waste management</li> <li>– utilities.</li> </ul>

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.	8.1 Identify and record unacceptable or poor performance for given work activities.
	8.2 Discuss the causes of poor performance with team members.
	8.3 Agree and record ways of improving performance with team members.
	8.4 Describe how to identify unacceptable or poor performance.
	8.5 Detail methods of discussing the following cause(s) of poor performance with team members: <ul style="list-style-type: none"> <li>– external factors</li> <li>– internal factors</li> <li>– social factors</li> <li>– personal circumstances</li> <li>– skills and knowledge deficiencies</li> <li>– lack of support</li> <li>– lack of resources.</li> </ul>
	8.6 Interpret how best to agree performance improvement measures with team members.
	8.7 Explain how to recognise the causes of workplace behaviours, negative and positive in self and others.
	8.8 State why you need to identify and act upon unacceptable or poor performance.
9 Recognise exceptional performance by individuals and/or by the team and advise stakeholders.	9.1 Recognise exceptional performance, record the praise and recognition provided to individuals and the team.
	9.2 Advise stakeholders of successes.
	9.3 Explain how to recognise exceptional performance by individuals and the team.
	9.4 Explain how to advise stakeholders of successes: <ul style="list-style-type: none"> <li>– the client, customer or their representative</li> <li>– contractors</li> <li>– consultants</li> <li>– sub-contractors</li> <li>– suppliers</li> <li>– workforce</li> </ul>

<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>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.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	40
Assessment Time	10