



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

NOCN Level 3 Diploma in Occupational Work Supervision

Qualification No: 601/7593/X

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1 September 2015

Version

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To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

www.nocn.org.uk

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity, we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, Access to Higher Education, endorsed and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers and FE colleges a fully integrated range of learning and skills development products and services.

About the qualification

This document is a resource for NOCN centres who wish to offer the Level 3 Diploma in Occupational Work Supervision.

The qualification is designed to prepare people for work in a supervisory capacity within the construction sector.

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1. Overview of qualification

This qualification is designed for learners who wish to develop the skills and knowledge required for employment in occupational work supervision. Learners will gain knowledge on managing health and safety, work activities and resources, coordinating and organising work operations, confirming occupational methods of work, developing and maintaining working relationships.

The qualification links to: National Occupational Standards and is included in the Advanced Apprenticeship in Construction Technical and Professional Pathway 5: Occupational Work Supervision.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking this qualification, although experience of working within the construction environment would be beneficial.

Learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

This qualification is available to learners aged 16 years or over.

1.2. Progression Routes

Achievement of this qualification will give learners the knowledge and skills required to progress onto further vocational training, or employment as an occupational workplace supervisor within the construction sector.

2. Qualification details

2.1. Qualification structure

The NOCN Level 3 Diploma in Occupational Work Supervision is a **37-credit** qualification with a Total Qualification Time (TQT) of **370**, including a minimum of **370** Guided Learning Hours (GLH).

Learners **must** achieve all **29** credits from the **five** units in Mandatory Group A, and a minimum of **8** credits from Mandatory Group B listed below:

Mandatory Group A

Unit Title	Level	Credit Value	Ofqual Unit Reference Number
Co-ordinate and Organise Work Operations	3	5	R/507/7622
Manage Work Activities and Resources	3	5	D/507/7624
Manage Health, Safety and Welfare	3	9	L/507/7621
Develop and Maintain Good Working Relationships	3	5	M/507/7627
Confirm the Occupational Method of Work	3	5	L/507/7635

Mandatory Group B

Unit Title	Level	Credit Value	Ofqual Unit Reference Number
Implement Procedures to Support Teams' Performance	3	4	Y/507/7637
Circulate Construction Information	3	4	H/507/7639
Confirm Work meets Quality Standards	3	4	D/507/7641
Allocate and Monitor the use of Plant and Equipment	3	5	K/507/7643
Co-ordinate and Confirm the Dimensional Requirements of the Work	3	5	T/507/7645
Monitor the Progress of Work against Schedules	3	5	F/507/7647

2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

Guided Learning Hours (GLH):

- learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
- includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Other Learning Hours (OLH):

- an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training.
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2.3. Assessment and evidence

The qualification is an **internally** set, **internally** assessed qualification. Learners must provide evidence of learning and against **all** the assessment criteria specified within each unit.

The qualification is a **vocationally based** qualification and as such, the units offer the opportunity for learners to achieve a balance of practical skills and knowledge.

Centres must ensure that knowledge-based learning is at a sufficient level for the qualification, and relevant to the work or events likely to be encountered in the course of a work supervision job role within construction.

The centre must ensure that the assessment activities are:

Valid Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.

Sufficient Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.

Reliable Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.

Authentic Evidence presented must be the learner's own work.

This qualification is graded at Pass/Fail

2.4. Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive, and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

2.5. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the NOCN Reasonable Adjustments Policy and Procedure found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

2.6. Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RP) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at www.nocn.org.uk

3. Centre Information

3.1. Required Resources for Delivering the Qualification

3.1.1 Tutor Requirements

NOCN expects that Tutors/Assessors are able to demonstrate the following competencies:

Be technically competent in **occupational work supervision** and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.

3.1.2. Assessor Requirements

Be technically competent, have experience of carrying out assessment activities and hold, or be registered as working towards, a recognised assessing qualification. The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

3.1.3. Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN expects that an Internal Quality Assurer is able to demonstrate the following competencies:

They should:

- Have an understanding of the subject area, have experience in carrying out internal quality assurance activities and hold, or be registered as working towards, a recognised Internal Quality Assurance qualification. The minimum expectation is that the level of competence should be at the same level as the qualification being quality assured.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g., tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.4. Continuing Professional Development

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.5. External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the NOCN Quality Assurance User Guide for further information on the External Quality Assurance process.

3.2. Offering the qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

4. Component Information

This qualification consists of **mandatory** components and **optional** components.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be taught and assessed through one activity using holistic assessment which focuses on the whole work activity rather than specific component of a qualification.

4.1. Functional Skills

This qualification could contribute towards the learning for Functional Skills in the following areas:

English

- Speaking, listening and communication – could be demonstrated through taking part in group discussion tasks, following verbal instructions and asking and answering questions from tutor.
- Reading - demonstrated when working through reading and interpreting task specifications, method statements and risk assessments.
- Writing – could be demonstrated through completing questions in order to meet assessment criteria in the evidence portfolio and task related documentation.

ICT

- Development of ICT skills can be demonstrated where learners complete work for their portfolio, written and diagrams and research health and safety, the construction industry and the interior systems job role.

Mathematics

- Development of mathematics skills can be demonstrated through identifying quantities of tools, equipment and resources required and ensuring correct quantities are available and, setting out work dimensions to specification.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: <https://www.nocn.org.uk/products/qualifications/functional-skills/>

4.2. Assessment and Evidence for the units

Internally set assessments

Centre can use the following assessment methods:

- Portfolio of Evidence
- Practical Demonstration/Assignment
- Practical Examination

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered, and portfolio references provided as required.

4.3. Mandatory Group A

Unit Title	Co-ordinate and Organise Work Operations
Unit Level	Level 3
Unit Credit Value	5
GLH	50
Ofqual unit reference number (code)	R/507/7622
Assessment Guidance	Assessment of learners' knowledge and understanding will be through practical assignment and question-based activities undertaken in a training environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to plan work operations.	1.1. Describe ways of interpreting the specification and supporting information for the work. 1.2. Confirm who will be affected by the work and the work timings. 1.3. Describe methods for distributing the notice of work operations. 1.4. Describe methods for agreeing a programme of work with those responsible for conducting the work. 1.5. Explain how to organise the activity with or around other work operations. 1.6. State methods for obtaining resources which will meet the project requirements including: (a) people (b) tools (c) plant and ancillary equipment (d) materials and components (e) information.
2. Be able to coordinate work operations.	2.1. Plan and monitor the use of resources. 2.2. Ensure the work environment is safe and tidy. 2.3. Identify special conditions that will affect work operations including: (a) occupiers (b) environment (c) access (d) trespass

	<ul style="list-style-type: none">(e) neighbours(f) workplace conditions(g) health, safety and welfare(h) statutory regulations(i) limitations(j) Codes of Practice. <p>2.4. Record special work conditions and pass to those that may be affected.</p> <p>2.5. Organise the work area layout, including:</p> <ul style="list-style-type: none">(a) storage area(b) work area(c) environmental layout(d) plant and/or equipment(e) temporary services(f) access(g) security(h) welfare facilities. <p>2.6. Communicate the work area layout to others.</p> <p>2.7. Organise the storage of materials and components.</p>
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Unit Title	Manage Work Activities and Resources
Unit Level	Level 3
Unit Credit Value	5
GLH	50
Ofqual unit reference number (code)	D/507/7624
Assessment Guidance	Assessment of learners' knowledge and understanding will be through practical assignment and question-based activities undertaken in a training environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Know how to plan work activities.</p>	<p>1.1. Describe methods for evaluating work activities against the project requirements.</p> <p>1.2. Explain how the available information is used to assess the resources required for the work.</p> <p>1.3. Describe methods for clarifying information from the customer, manufacturers, trade literature and organisational procedures.</p> <p>1.4. Describe external factors which can impact on the project requirements including: (a) related programmes (b) special working conditions (c) weather conditions (d) other occupations (e) resources (f) health and safety requirements.</p> <p>1.5. Describe how to evaluate influencing factors on work activities.</p> <p>1.6. Explain how to assess the length of work activities.</p> <p>1.7. Describe how to determine the sequence of work activities.</p> <p>1.8. Describe how to prepare a programme of work.</p>
<p>2. Understand factors that impact on the work programme.</p>	<p>2.1. Explain how the requirements of zero/low carbon impact on the work activities.</p> <p>2.2. Describe how resources can be used to make a positive contribution to the environment.</p> <p>2.3. Give examples of circumstances that might require a change to the workplan.</p>

	<p>2.4. Explain how to identify where alterations are needed to the workplan.</p> <p>2.5. Explain how to assess the impacts of changed circumstances on work activities.</p>
<p>3. Be able to manage the work activities and procedures.</p>	<p>3.1. Assess the work required from the available information.</p> <p>3.2. Plan a sequence of work.</p> <p>3.3. Evaluate the work activities against project requirements.</p> <p>3.4. Evaluate external factors influencing the work, including other occupations and/or customers, weather conditions, health and safety requirements.</p> <p>3.5. Identify factors that might impact on each other including other occupations and/or customers, material and components, tools, plant and/or ancillary equipment.</p> <p>3.6. Record alterations to the work.</p> <p>3.7. Inform relevant others of required changes to work.</p>

Unit Title	Manage Health, Safety and Welfare
Unit Level	Level 3
Unit Credit Value	9
GLH	90
Ofqual unit reference number (code)	L/507/7621
Assessment Guidance	Assessment of learners' knowledge and understanding will be through practical assignment and question-based activities undertaken in a training environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to implement practices which protect health, safety and welfare.	1.1. Describe methods for establishing project and statutory requirements for health, safety and welfare. 1.2. Describe techniques for allocating responsibilities to others for health, safety and welfare activities. 1.3. List all responsibilities toward health, safety and welfare in the work area. 1.4. Describe how to promote a culture of health, safety and welfare in the workplace. 1.5. Describe procedures for inducting others into the work environment covering health and safety, workplace operations, equipment and resources, risk control and first-aid arrangements. 1.6. Explain procedures for confirming other people are suitably competent to conduct assigned activities.
2. Be able to maintain health, safety and welfare.	2.1. Identify opportunities for improving the health and safety of the work environment. 2.2. Monitor health, safety and welfare in accordance with statutory requirements. 2.3. Identify practices or situations that do not comply with statutory requirements. 2.4. Identify corrective actions to maintain compliance. 2.5. Record special work conditions in accordance with organisational and statutory requirements.

Unit Title	Develop and Maintain Good Working Relationships
Unit Level	Level 3
Unit Credit Value	5
GLH	50
Ofqual unit reference number (code)	M/507/7627
Assessment Guidance	Assessment of learners' knowledge and understanding will be through practical assignment and question-based activities undertaken in a training environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to record information given to others.	1.1. Outline the organisational procedures for recording information and advice given about occupational work activities. 1.2. Explain the importance of recording information and advice given about the work activities.
2. Know how to develop working relationships.	2.1. Describe the principles of equality and diversity. 2.2. Explain the importance of promoting goodwill and trust with relevant people. 2.3. Describe ways of encouraging cooperation and dialogue with others.
3. Know how to provide information to others.	3.1. Describe the organisational procedures for informing others about work activities. 3.2. Explain the appropriate level of detail required by different people, including colleagues, employers, customers, contractors, suppliers and those affected by the work. 3.3. Give examples of situations where help and advice are asked for. 3.4. Give examples of situations where it is appropriate to offer alternative proposals.
4. Know how to respond to information from others.	4.1. Explain the importance of encouraging questions and comments. 4.2. Describe situations when others require alternative proposals or suggestions.

	<p>4.3. Explain how to recognise conflict or differences of opinion.</p> <p>4.4. Describe methods of resolving differences of opinion or conflict.</p>
<p>5. Know how to communicate with others to develop and maintain working relationships.</p>	<p>5.1. Use an appropriate level of detail when informing relevant people about work activities.</p> <p>5.2. Give information to others within the appropriate timescale.</p> <p>5.3. Record information given to others about the occupational work activities including timescales, health and safety requirements, and coordination of work procedures.</p> <p>5.4. Record discussions with others relating to changes to the work activity and alternative suggestions.</p>

Unit Title	Confirm the Occupational Method of Work
Unit Level	Level 3
Unit Credit Value	5
GLH	50
Ofqual unit reference number (code)	L/507/7635
Assessment Guidance	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand project information.</p>	<p>1.1. Describe the criteria for the project, including conformity to statutory requirements, customer and user needs, contract requirements, environmental considerations.</p> <p>1.2. Describe the different types of project data and how they are expressed, including: (a) quantities (b) specifications (c) drawings (d) Health and Safety requirements (e) timescales (f) scope of works.</p> <p>1.3. Describe how to assess the available project data for sufficiency.</p> <p>1.4. Explain how to summarise project data.</p> <p>1.5. Describe alternative sources of obtaining work information.</p> <p>1.6. Describe the information needs of others including colleagues, employers, customers, contractors, suppliers and those affected by the work.</p>
<p>2. Understand project requirements.</p>	<p>2.1. Describe the importance of using resources efficiently.</p> <p>2.2. Explain the methods of work that can achieve zero or low carbon outcomes.</p> <p>2.3. Explain the statutory and contractual requirements of the project.</p> <p>2.4. Describe the technical criteria that must be met.</p>

<p>3. Be able to select the method of work.</p>	<p>3.1. Assess available data to determine the occupational work method, including:</p> <ul style="list-style-type: none">(a) drawings(b) specifications(c) schedules(d) manufacturers' information(e) method of work(f) risk assessments(g) programme of work. <p>3.2. Obtain additional information about the work from appropriate sources.</p> <p>3.3. Record additional information about the work in an appropriate format.</p> <p>3.4. Identify work methods that will make efficient use of resources.</p> <p>3.5. Select work methods that meet project, statutory and contractual requirements.</p> <p>3.6. Communicate the selected work methods to others.</p>
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4.4. Mandatory Group B

Unit Title	Implement Procedures to Support Teams' Performance
Unit Level	Level 3
Unit Credit Value	4
GLH	40
Ofqual unit reference number (code)	Y/507/7637
Assessment Guidance	Assessment of learners' knowledge and understanding will be through practical assignment and question based activities undertaken in a training environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to support individuals in the construction environment.	1.1. Explain how to monitor the performance of individuals within own area of responsibility. 1.2. Describe techniques for maintaining dialogue with individual team members about their performance. 1.3. Explain the importance of providing opportunities for individuals to discuss actual or potential problems affecting their performance. 1.4. Explain methods for agreeing a course of action with individuals to address problems. 1.5. Outline the confidentiality requirements when dealing with individuals' problems. 1.6. Explain requirements for recording the outcomes of decisions according to procedures.
2. Be able to supervise teams in the construction environment.	2.1. Monitor the performance of the team against work requirements. 2.2. Provide the team with information on the work activities. 2.3. Identify areas of weakness and conflict within the team. 2.4. Resolve problems with the teams' performance in terms of organisational procedures, work related and personal factors. 2.5. Maintain records of agreed actions.

Unit Title	Circulate Construction Information
Unit Level	Level 3
Unit Credit Value	4
GLH	40
Ofqual unit reference number (code)	H/507/7639
Assessment Guidance	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Know how to identify and implement communication procedures.</p>	<p>1.1. Confirm requirements for communicating information orally, in writing, in graphs and electronically during a project.</p> <p>1.2. Explain the importance of agreeing procedures for communicating information with colleagues.</p> <p>1.3. Implement agreed communication methods in line with organisational requirements.</p> <p>1.4. Explain how to maintain records in line with procedures.</p> <p>1.5. Explain the importance of following procedures for reporting information.</p> <p>1.6. Explain methods of implementing systems for recording feedback on the use of resources including: (a) people (b) tools (c) plant and ancillary equipment (d) materials (e) components (f) project information.</p>
<p>2. Be able to deal with problems in communications.</p>	<p>2.1. Monitor communication systems during the work.</p> <p>2.2. Make sure communication systems are used in line with agreed procedures.</p> <p>2.3. Identify any problems in communication.</p> <p>2.4. Resolve any problems with communications which may arise.</p> <p>2.5. Maintain records of communication processes.</p>

Unit Title	Confirm Work meets Quality Standards
Unit Level	Level 3
Unit Credit Value	4
GLH	40
Ofqual unit reference number (code)	D/507/7641
Assessment Guidance	Assessment of learners' knowledge and understanding will be through practical assignment and question-based activities undertaken in a training environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to implement quality standards for work operations.	1.1. Identify the quality standards and design requirements to be met during the work. 1.2. Confirm the people responsible for the implementation of quality standards. 1.3. Describe techniques for allocating roles and responsibilities for quality monitoring to others. 1.4. Explain procedures for recording details of the quality standards identified and roles and responsibilities allocated.
2. Be able to monitor the quality of work.	2.1. Check the quality of work. 2.2. Check the work conforms to design requirements. 2.3. Record the results of inspections. 2.4. Organise corrective action to meet required quality standards as appropriate. 2.5. Report the outcomes of quality monitoring to key stakeholders.

Unit Title	Allocate and Monitor the use of Plant and Equipment
Unit Level	Level 3
Unit Credit Value	5
GLH	50
Ofqual unit reference number (code)	K/507/7643
Assessment Guidance	Assessment of learners' knowledge and understanding will be through practical assignment and question-based activities undertaken in a training environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Know how to prepare for using plant and equipment in the workplace.</p>	<p>1.1. Confirm the plant and equipment to be used for the work activity with the appropriate persons.</p> <p>1.2. Explain procedures for allocating plant and equipment including: (a) static (b) mobile (c) standard/non-standard (d) electro-mechanical (e) electronic.</p> <p>1.3. Explain how to conduct a risk assessment relating to: (a) operators (b) other personnel (c) the public (d) visitors (e) owners of adjoining property (f) the environment.</p> <p>1.4. Explain how to implement safe working practices and other safeguards to minimise risks.</p> <p>1.5. Describe techniques for ensuring that all plant and equipment are suitable for use in the workplace.</p>
<p>2. Be able to monitor the use of plant and equipment.</p>	<p>2.1. Provide operators with instructions for the operation of plant and equipment.</p> <p>2.2. Monitor the use of plant and equipment.</p> <p>2.3. Record allocation of plant and equipment including servicing and repairs.</p> <p>2.4. Inform relevant parties when plant and equipment is no longer required.</p>

	2.5. Carry out work activities according to specification and in line with organisation and regulatory requirements.
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Unit Title	Co-ordinate and Confirm the Dimensional Requirements of the Work
Unit Level	Level 3
Unit Credit Value	5
GLH	50
Ofqual unit reference number (code)	T/507/7645
Assessment Guidance	Assessment of learners' knowledge and understanding will be through practical assignment and question-based activities undertaken in a training environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to confirm dimensional requirements for the work.	1.1. Explain procedures for coordinating with others to complete the work activity. 1.2. Describe ways of communicating information to position, align and level the work. 1.3. Describe methods for measuring the dimensional controls, setting out points, lines and profiles. 1.4. Describe recording techniques to confirm measurements. 1.5. Explain how to maintain dimensional controls to the specified work requirements. 1.6. Describe techniques for adjusting measuring and recording equipment to the specified accuracy.
2. Be able to deal with deviations and problems with dimensional controls.	2.1. Identify deviations arising from transfer and/or use of wrong lines and levels in the dimensional controls. 2.2. Correct deviations in dimensional controls. 2.3. Identify conditions that may require revision of work practices. 2.4. Record circumstances that may affect the work including land, water, obstacles, climate, live conditions, utilities and health and safety.

Unit Title	Monitor the Progress of Work against Schedules
Unit Level	Level 3
Unit Credit Value	5
GLH	50
Ofqual unit reference number (code)	F/507/7647
Assessment Guidance	Assessment of learners' knowledge and understanding will be through practical assignment and question-based activities undertaken in a training environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Know how to prepare for operations in line with work schedules.</p>	<p>1.1. Confirm resources are suitable for the work activity.</p> <p>1.2. Explain procedures for informing relevant parties when resources are unsuitable.</p> <p>1.3. Describe ways of identifying and suggesting alternative resources where appropriate.</p> <p>1.4. Identify situations which have the potential to disrupt work operations.</p> <p>1.5. Describe procedures for confirming deviations from planned progress resulting from: (a) resource shortage (b) design problems and constraints (c) lack of information (d) errors (e) weather (f) workplace constraints.</p> <p>1.6. Describe ways of agreeing corrective action with colleagues including new completion, additional resources and altering planned work.</p> <p>1.7. Describe techniques for implementing a new course of action to progress the work.</p>
<p>2. Be able to monitor and improve work operations.</p>	<p>2.1. Clarify the work specification.</p> <p>2.2. Identify cost and time saving options.</p> <p>2.3. Record recommendations for improving cost and time efficiencies.</p> <p>2.4. Carry out work to specification and in line with organisation and regulatory requirements.</p>



	2.5. Inform key personnel of progress and options for changes and resource needs.
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Appendix 1 - Resource suggestions

Assessment criteria detail is the minimum that is required but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience. For example;

- Film footage and reports
- Acts of Parliament e.g., Health and Safety at Work Act 1974
- National guidance documents
- Visits to appropriate venues
- Expert speakers e.g., Safety Officers
- Links to website
- Site visits
- Examples of completed documentation.

Note: this is not an exhaustive list

Appendix 2 – Example Assessment Documentation

Learner Evidence Record

NOCN Level 3 Diploma in Occupational Work Supervision

Unit Title:

Assessment Criteria	Portfolio Ref	Evidence
Insert all assessment criteria individually 1.1.		
1.2.		
1.3.		

Learner Signature: _____

Assessor Signature: _____

Date of Achievement: _____

Appendix 3 - Unit Feedback Sheet

Tutor/Assessor Comments:

Learner comments:

Tutor/assessor signature:

Date:

Learner signature:

Date:



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