

**THE CHARTERED INSTITUTE OF BUILDING
AWARDING ORGANISATION**

Guidance for Centres and Course Tutors

**CIOB Level 3 Certificate in Supervising Construction Works
to Existing Buildings and Structures**

CIOB Level 3 Diploma in Construction Site Supervisory Studies

CIOB Level 4 Certificate in Construction Site Management

CIOB Level 4 Diploma in Construction Site Management

CIOB Level 4 Graduate Conversion Certificate



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STATEMENT

It is the responsibility of the centre involved with the delivery of CIOB Awarding Organisation qualifications to familiarise themselves with our guidance and procedure documentation.

Centres will be required to comply with all the relevant requirements as specified in our current and future documentation to ensure all regulatory conditions are met. New requirements may be issued at any stage as Ofqual has the authority to release new regulatory documents at any point in time. The Awarding Organisation will notify centres accordingly of any changes that may affect them.

To ensure you have the most up to date version of the CIOB forms, please:

Log in to CIOB Moodle via your password provided
or email awardingorg@ciob.org.uk

1. INTRODUCTION

1.1 Qualification overview

The Level 4 Certificate and Diploma in Site Management commenced with the CIOB Site Management and Education Training Scheme and was launched in 1976. The Level 3 Diploma in Site Supervisory Studies commenced with the CIOB First Line Supervisors Scheme which was launched in 1983. The CIOB Awarding Organisation operates under the regulatory conditions of recognition as set by Ofqual.

The Level 3 Site Supervisory and Level 4 Site Management qualifications prepare the learner by providing them with the knowledge and understanding for either a supervisory or management role. Our qualifications offer learners the opportunity for personal growth and engagement in learning.

The unique syllabuses are designed to develop the confidence, knowledge and hands-on skills to manage a modern construction site.

The CIOB Site Management qualification provides eligibility to the Construction Skills Certifications Card Scheme (CSCS) enabling candidates to gain the Black CSCS card for construction site managers - contracting.

Gaining a CIOB qualification provides evidence to employers and clients that an internationally recognised level of study has been successfully completed.

1.2 The CIOB Awarding Organisation Management Committee

The Awarding Organisation Management Committee (AOMC) was established under the specifications required by Ofqual in September 2010 to exercise effective control over awarding organisation functions and ensure regulatory compliance is maintained. The AOMC sets, monitors, reviews and evaluates CIOB Site Supervisory and Site Management qualifications under the General Conditions of Recognition (June 2016) for Ofqual and the Regulatory Qualifications Framework (April 2016) and also for Qualification Wales. The AOMC reports to the governing body of the organisation. The CIOB Education Team coordinates and administers the qualifications and awarding organisation processes.

The AOMC monitors the systems and applications for centres in relation to:

- Submission approvals
- Monitoring appeals
- Reasonable adjustments and special considerations
- Malpractice and maladministration
- Qualification reviews
- External verification
- Complaints

1.3 Course administration

The following notes refer to the administration of the Level 3 Certificate and Diploma in Site Supervisory Studies (C/SSS/D/SSS), the Level 4 Certificate and Diploma in Site Management (C/DSM) and the Level 4 Graduate Conversion Certificate (GCC) at CIOB approved centres.

CIOB qualifications may not run unless the centre concerned has made a submission based upon the latest edition of the syllabus and received approval from the CIOB Assessors

Panel and ratified by the AOMC, through the current submissions process. Approval is continuously monitored by annual external verification inspections.

The CIOB Awarding Organisation team includes the Head of Education (HoE); the Qualifications Development Manager (QDM); the Quality Coordinator (QC) and the Qualifications Administrator (QA). The Head of Education maintains responsibility for vocational education and acts as the responsible officer to Ofqual. The AOMC manages regulatory and framework compliances and the awarding organisations quality assurance. The AOMC also ratifies CIOB Assessor Panel decisions for centre applications to deliver CIOB qualifications. The QDM is responsible for the review and development of the awarding organisations qualifications. The QC is responsible for the day to day coordination and administration of the schemes, liaison with the centre's, external verifiers, and organisation and preparation of the AOMC meetings. The Qualifications Administrator is responsible for learner registrations, certifications, student enquiries and general administration.

Information for tutors takes the form of guidance documentation such as this, circulars, emails and letters to individual tutors from the CIOB AO Education Team.

Written notification must be given to the CIOB Education Team prior to the implementation of any changes in structure of the qualification(s), staffing at the centre, changes in timetable, or any planned changes to the structure, learning outcomes, or resourcing of the qualification. It is required that regular information on the status of the schemes running at an approved centre is received from the course qualification leader. Confirmation is also required that the learner interview process is being carried out in accordance with procedures outlined within the centre's initial submission and in line with any conditions set by the approval agreement.

2. CENTRE SUPPORT

2.1 Marketing and recruitment

The use of the CIOB logo on any publicity material is subject to stringent conditions prescribed by the Institute. Centres wishing to use the logo (not crest) are required to make contact with the CIOB Marketing Manager before use.

The CIOB logo may not be used under any circumstances prior to approval being given to run a qualification.

Centre approval is required by the CIOB before any qualification may be advertised by a centre.

The CIOB Awarding Organisation will be pleased to assist tutors and centres with promotional material such as flyers and brochures for presentations to learners or employers.

Note: Approved centres issued with sanctions may have marketing rights to CIOB courses temporarily withdrawn until the reinstatement of certification is approved.

2.2 Training and development

Training is a key part of ensuring standards are applied consistently and with due regard to CIOB policy and regulatory requirements. The CIOB Awarding Organisation ensures external verifiers are kept up to date with best practice and industry updates through attending standardisation training events, external verifiers are encouraged to attend

industry-relevant events and meetings and to take part in relevant industry specific committees either within the CIOB or externally.

Centres are requested to contact the Awarding Organisation if they require training or clarification on any aspect of our qualifications and their delivery. External Verifiers would usually be able to assist during the course of a centre visit and the AO education team would be able to clarify and provide processes and procedures upon request. Contact details are at the end of this document.

2.3 Use of the Welsh and Irish (Gaeilge) language

2.3.1 Welsh language

The CIOB Awarding Organisation adheres to the regulatory conditions of Qualifications Wales and the principle aims set out within the Qualifications Wales Act 2015, on the provision of Welsh medium dual language materials and wishes to respond positively to language needs in Wales.

As stated in Section 3 (*Principal aims of Qualifications Wales*) of the Qualifications Wales Act 2015, in exercising their functions they will consider:

“the desirability of promoting and facilitating the use of the Welsh language, including through the availability of assessment arrangements that provide for assessment through the medium of the Welsh language, and of qualifications that otherwise promote or facilitate the use of the Welsh language.”

The CIOB Awarding Organisation monitors demand on an annual basis to see if there is a requirement from our Welsh centres for the provision of our qualifications in Welsh and /or dual language medium.

If a demand is identified for our qualifications to be assessed through the medium of Welsh and/or dual language, evidence of this will be submitted to the CIOB AOMC. The Committee will take a decision as to whether or not this demand can be met.

If the Committee agrees to the case for offering CIOB qualifications through a mixture of English and Welsh, we will use the guidance produced by Qualifications Wales to facilitate and implement this.

2.3.2 Irish (Gaeilge) language

The CIOB is supportive of the Belfast Agreement, which committed the government to recognise the importance of the Irish language. We wish to respond positively to language needs in Ireland, through the provision of Irish (Gaeilge) medium and dual language material.

The CIOB Awarding Organisation monitors demand on an annual basis to establish if there is a requirement from Northern Ireland centres for the provision of our qualifications in Irish (Gaeilge) and/or dual language medium.

If a demand is identified for our qualifications to be assessed through the medium of Irish (Gaeilge) and/or dual language, evidence of this will be submitted to the CIOB AOMC. The Committee will take a decision as to whether or not this demand can be met.

If the Committee agrees to the case for offering our qualifications through a mixture of English and Irish (Gaeilge), we will use the guidance produced by Department of Culture Arts and Leisure (DCAL), to facilitate and implement this.

2.4 CIOB branch support

Your local CIOB Hub will be pleased to assist qualification leaders with providing promotional material for presentations to learners or employers. Your local Hub may also assist centres by attending centre open days, training or other events and may also provide documentation for centre CIOB notice boards. Each Hub holds regular committee meetings, if centres feel they have any issues they would like to be discussed at these meetings then your local Development Manager would be happy to discuss these with you.

2.5 Funding

Funding through CITB-ConstructionSkills is available for professionals undergoing CIOB qualifications if claimed through the 'short duration' or 'training plan' routes. CITB grants are available to in-scope employers. Centres need to ensure that employers are aware of this. Individual funding may be granted to individual learners through their local Skills Funding Agency (SFA), through the learner support qualification, which helps to support learners who would otherwise not be able to participate in learning for financial reasons. The learner support toolkit gives information on what learner support is, the rationale behind it, information on its impact on learners and who to contact. More information can be located at: <http://skillsfundingagency.bis.gov.uk/>

Further Education (FE) loans provide those aged 24 years and over access to advanced Level 3 and higher Level 4 qualifications and apprenticeships. The FE loans system was launched in March 2013. Learners can apply for an FE loan if the qualification appears within the advanced learner loan qualifications catalogue: <https://www.gov.uk/government/publications/advanced-learner-loans-qualifications-catalogue> If you have a question; please email the Skills Funding Agency at the following address: FEloans@skillsfundingagency.bis.gov.uk

3. PROCEDURES FOR COURSE TUTORS AND CENTRES

3.1 Qualification entry requirements & admissions procedure

3.1.1 Level 3 Certificate in Supervising Construction Works to Existing Buildings and Structures

This new qualification is aimed for those who work in the area of conservation covering the environmental issues and safeguards when dealing with existing buildings and structures. The qualification requires the completion of two units.

3.1.2 Level 3 Certificate indicative entry requirements:

- UCAS tariff Score 24 – 120
- Level 2 S/NVQ in related subject
- Two years' experience within areas of general responsibility supervising works

3.1.3 Level 3 Diploma in Construction Site Supervisory Studies

The Level 3 supervisory course is aimed at both practicing and potential supervisors in the construction industry. A wide range of backgrounds and differing lengths and levels or

experience are catered for. The Level 3 Diploma provides an ideal bridging for those wishing to progress from craft occupations to a supervisory role.

This qualification provides an important route into a supervisory role for trades operatives, gangers and apprentices. The learning outcomes include all the basic knowledge and practical skills to supervise a successful construction project of any size safely and efficiently. The qualification provides the underpinning knowledge and understanding for the Level 3 National Vocational Qualifications (NVQ's) Diploma in Construction Site Supervision.

3.1.4 Level 3 Diploma indicative entry requirements:

- UCAS tariff Score 60 – 120
- Level 3 S/NVQ in related subject
- Two years' experience within areas of general responsibility such as a ganger, trades foreman or assistant to site supervisor

3.1.5 Level 4 Certificate and Diploma in Construction Site Management

The Level 4 Certificate and Diploma in Site Management is designed to meet the needs of those employed in, or training for, site management. Learners should have at least two years' experience on-site above the level of trade charge-hand with some general management responsibility before embarking on the site management course.

3.1.6 Level 4 indicative entry requirements:

- UCAS tariff Score 80 – 120
- Level 3 S/NVQ in related subject
- Two years' experience within areas of general responsibility above the level of trade charge hand.

3.1.7 Level 4 Graduate Conversion Certificate

The Level 4 Graduate Conversion Certificate qualification is designed for graduates working in the industry whose academic qualifications are not connected to construction. Suitable candidates will hold a degree in any subject but must be working in a management role in the construction industry.

3.2 Candidate interviews

The CIOB requires all potential learners to be interviewed by the course leader before they are accepted onto a CIOB course. Prior to interview course leaders are required to conditionally approve applicants as meeting or exceeding the minimum entry requirements as outlined above. Centres must ensure that learners have the correct information for learners to make informed choices enabling them to enroll on qualifications that meet all their requirements.

Normally interviews will be held at the start of the academic year, but as not all centres operate from September to July, flexibility is permitted thereby allowing 'roll on-roll off' schemes to operate.

The purpose of the interview by the centre course leader is therefore:

- To confirm that the learner is eligible in terms of knowledge and experience
- To evaluate if the learner will be able to contribute to the course

- To identify and discuss any areas of particular need
- To agree aspects of the course and other studies that will assist the learner
- To consider accredited prior certificated learning
- To establish whether adjustments may be required.

* It is the centres responsibility to initially evaluate the learners' previous achievements and to ensure learners are aware of the options open to them such as any reasonable adjustments that may be available. Notification of accredited prior certificated learning along with the qualification specification must be sent to the CIOB for mapping.

As soon as possible, after the interview, each applicant should be informed whether their application for the qualification has been successful. Applicants should be informed that acceptance is subject to ratification by the CIOB and is dependent on the learner being registered with the CIOB at the commencement of, and for the duration of the scheme. Free CIOB student membership is open to all students registering on the qualification.

Fee information is published annually and is available on the CIOB website or on request.

Normally applicants' fees will be met by the employer. 24+ adult learning loans are available and there may be special provisions for the unemployed such as national and local charities who may choose to fund a learner.

3.3 Learner Registration Information

Registration forms are available by logging on to CIOB Moodle (centres are provided, on approval, access to Moodle) or from the Education Department by sending an email to awardingorg@ciob.org.uk to ensure the most updated version is being used.

The tutor should hand each learner a registration form for completion ideally in a class grouping so that the tutor can ensure the individual applicants have carried out all the steps required for registration. The learners must return their completed forms to the tutor.

The registration process consists of four forms – student registration summary sheet for the centre to complete, a qualification registration form for the individual learner to complete and declaration form. There should be one registration form for each learner who has been listed on the summary sheet. There is also a student Moodle registration form for completion, so that the student can gain access to the CIOB learning portal.

NB: *Old versions of the forms will be returned to the tutor for resubmission of the correct form. It is not advisable for centres to keep a paper master copy or paper stocks of CIOB forms as these may quickly become out-of-date. In order to carry out the registration process a purchase order number must be provided by the centre when completing the registration summary form. Forms without a purchase order number will be returned to the centre.*

CIOB on completion of registration will invoice the centre for the fees (£100 per learner). Learners wishing to progress from the Level 3 to the Level 4 qualification, will need to register for the Level 4 course, this will incur a registration fee. Once the learner has completed the Level 4 certificate qualification the centre must advise CIOB by ticking the relevant box on the students' certificate claim form that the student wishes to register for the diploma qualification, no registration fee is applied for this.

The tutor should return the following documentation to the CIOB within 12 weeks of the start of the course to avoid late registration fees of £20 per learner (see section 3.4):

- Registration form and student declaration completed and signed by each learner
- Registration cover sheet completed with purchase order and signed by the course tutor
- Health & Safety Unit exemption applied with valid certification
- Reasonable adjustments and special considerations form, if applicable (see *RASC policy*)
- Moodle registration form completed.

A learner may currently be given exemption for the Level 3 and 4 qualifications (planned) from the CIOB Health and Safety Unit. For the Level 3 where they have been awarded a certificate for the CITB Site Supervisors Safety Training Scheme (SSSTS) or for the Level 4 Management Safety Training Scheme (SMSTS) (ref XA6) or other approved health and safety award following approval. The learner is required to have current certification for their award and for the duration of the qualification. In cases where the expiration date occurs during the CIOB programme, the renewed CITB Site Safety Plus certificate must be presented with the CIOB certificate claims request. The CIOB Awarding Organisation must be advised of the planned exemption at the time of learner registration (see *Section 4.15*). The centre should take a copy at the time of registration, of the health & safety award achieved by the learner for submission to the CIOB Awarding Organisation at the stage of submitting a certificate claims form.

On receiving the registration forms and purchase order, the CIOB Awarding Organisation will confirm to the centre their learner registration numbers. An invoice for the required registration fees will be sent to the centre separately.

Registration forms received by the CIOB after a 12 week period, from commencement of the course, will incur a late registration fee for each learner, which will be added to the centre's invoice.

Centres are required to inform the CIOB Awarding Organisation of any changes to the learner body including withdrawals (*form available*) and deferrals throughout the duration of the qualification. A learner will be required to re-register if the learner does not complete the course or does not embark on the diploma following completion of their certificate, this is to ensure that registration figures are up to date and correct for regulatory body reporting.

As the nature of credit based qualifications allows learners to complete individual units, should a learner then decide to complete the full qualification, we request that the CIOB is notified as soon as the learner confirms they wish to complete the full qualification by re-registering for their qualification.

3.4 Late registration fees

A late registration fee will be imposed if a candidate has not been registered within the first 12 weeks of enrolment. Only the most up-to-date registration forms will be accepted which can be obtained via CIOB Moodle or by emailing: awardingorg@ciob.org.uk

Important Note: *Candidates for the Site Supervisory and Site Management qualifications cannot be registered using the CIOB website.*

3.5 Learner certifications

Centres are required to submit the signed certification claim form confirming the learner award details on completion of the qualification. Certificate claim forms must not be submitted until the learner has successfully completed the course, unless unit certification is being claimed. In order to retain an audit trail certificate claims must be received from the course tutor. The CIOB will not accept a claim form sent by a student.

It is the centre's responsibility to ensure that the forms are fully completed and learner details are accurate, in particular how the learner wishes his/her name to appear on the award. Any certificate that requires re-issue due to misspellings shown on the claim form will incur a re-issue fee.

The certification claim form should show only units completed for the award being claimed, four for the certificate and eight for the diploma. It is required that separate claim forms must be submitted, one for the certificate and one for the diploma. To ensure equalised grading only four units for the certificate and eight units for the diploma will be accepted for each claim. Those centres claiming for the full 12 unit qualification must submit one claim form.

Certificate claim forms must be completed in full and signed by the qualification leader/head of department, course leader signatures, if in question, are verified. Forms that are not signed or are not fully completed will be sent back, and will delay the claiming process.

Certification claim forms are available via Moodle to ensure the most updated version is being used. Old versions of the forms will be returned to the tutor for resubmission on the correct form. It is not advisable for centres to keep a paper master copy or paper stocks of the forms as these may quickly become out-of-date and void.

The Awarding Organisation will consider certification on receipt of the following documentation from the centre:

- Completed certificate claim forms for each learner who has met the requirements of the qualification
- For Health and Safety unit exemption, a copy of the alternative award must be provided for each learner as proof of completion. This must valid.

The Awarding Organisation will ensure that the certification of learners is subject to its own stringent quality control and verification procedure in line with Ofqual regulations.

On receipt of certificates, the examinations office must check and ensure that all details are correct, any certificates showing errors must be returned to the CIOB immediately.

Please refer to the certification policy or email: awardingorg@ciob.org.uk for further information about the certification policy, including procedures for claims, storage and fraud.

3.6 Unique Learner Number & Personal Learning Record

Unique Learner Number

The Unique Learner Number (ULN) is a 10 digit number randomly generated and allocated to learners by their centre. ULN's are also mandatory for learners in England funded by the Skills Funding Agency (SFA). The learners' centre applies for the ULN on behalf of the learner when they embark on a qualification of study. The ULN will remain with the learner so that in the future all their learning experiences and achievements will be linked together as a lifelong learning record. The ULN does not replace the learners' allocated CIOB membership registration number.

Personal Learning Record

The Personal Learning Record (PLR) is an online compilation of a person's learning and achievement records collected by UK education bodies. The PLR means learners should no longer have to show copies of different certificates to learning providers and employers. The PLR is managed by the Learning Records Service (LRS). This enables learners, since 2007, to accumulate a record of their qualification achievements.

3.7 Learner record books

Student record books may be used by centres and learners as these can become experiential curricula vitae of the course. Record books are available on CIOB Moodle or via email: awardingorg@ciob.org.uk

3.8 Free student membership to the CIOB

Learners registering on the Site Supervisory and Site Management qualifications are entitled to free student membership as an introduction to membership. If the candidate wishes to apply for free membership for the duration of the course, learners are expected to sign the declaration with the course registration form. This is granted for a period of four years on commencement of the course.

Free student membership provides a number of benefits to learners whilst studying for this qualification, which include:

- Complete access to the CIOB library and information service
- Advice on technical and legislative issues
- Information and updates through CIOB members area of website
- Access to branch activities and networking opportunities
- Electronic access to the CIOB Construction Manager magazine.

3.9 Centre withdrawal

The CIOB Awarding Organisation is committed to ensuring that learners enrolled on its qualifications are not disadvantaged should the centre management decide to withdraw from delivery, or if the Awarding Organisation has found it necessary to impose sanctions and then withdraw delivery. In the case where a centre withdraws, this must be notified to the Awarding Organisation immediately. The centre must also notify of the students current achievements, partially or completed units within their qualification. If the Awarding Organisation decides it needs to withdraw the centre from its role in delivering CIOB Awarding Organisation qualifications, the centre must co-operate fully with the Awarding Organisation to ensure the interest of the learners are protected. Learners who are registered for a qualification but have not yet achieved their award at the time of centre withdrawal will require the centre to make alternative assessment arrangements for the remaining learners to allow them to complete their qualification. The CIOB holds an approved centres list of alternative providers in order for arrangements to be made. Learners must be kept fully informed throughout this process.

In the case where high level sanctions are placed, where centre approval has been removed, the Awarding Organisation would expect the centre to provide a total refund to the learners. The Awarding Organisation will then assist candidates to locate another provider in order to continue with their studies, should they wish to do so.

4. COURSE STRUCTURE AND PROCEDURES

4.1 Level 3 Certificate in Supervising Construction Works to Existing Buildings and Structures

This new qualification is aimed for those who work in the area of conservation covering the environmental issues and safeguards when dealing with existing buildings and structures. The qualification requires the completion of two units:

Unit 3 – Supervising Health, Safety, Welfare and Environment of Construction Works
Unit 6 – Supervising Construction Works to Existing Buildings and Structures.

A learner may be given exemption (planned) from the CIOB Health and Safety unit where they have been awarded a certificate for:

CITB Site Safety Supervisory Training Scheme (SSSTS) Site Safety Plus
CITB Site Management Safety Training Scheme (SMSTS) Site Safety Plus

Proof of these awards must be provided to the CIOB at the time of learner registration in order for the exemption to be granted. The students' award must be current, expired awards will not be accepted.

4.2. Level 3 Diploma in Construction Site Supervisory Studies (Qualifications ref: 501/1798/1)

The learner must study a total of six units. The six units may be taken in any order. Although units will vary in length a minimum of 180 guided learning hours (30 hours per unit on average) with a minimum of 180 hours personal study time are required before the certificate is awarded. A total of 36 credits will be gained for this award.

A learner may be given exemption (planned) from the CIOB Health and Safety Unit where they have been awarded a certificate for:

CITB Site Safety Supervisory Training Scheme (SSSTS) Site Safety Plus
CITB Site Management Safety Training Scheme (SMSTS) Site Safety Plus

4.2.1 Level 3 Construction Site Supervisory units:

1. Planning Construction Works – **assessment set by CIOB**
2. Organising and Controlling Construction Works
3. Supervising, Health, Safety, Welfare and Environment of Construction Works – **assessment set by CIOB**
4. Maintaining the Dimensional Accuracy of Construction Works – **assessment set by CIOB**
5. Working with People on Construction Works
6. Supervising Construction Works to Existing Buildings and Structures
7. Supervising Construction Works to New Buildings and Structures

Learners may claim for individual credits for their achievement.

The assessments in three of the units (as indicated above) within this qualification are set by CIOB and will be externally assessed as part of the requirements of Ofqual, these may be altered, mapped against the learning outcomes and after discussions with an external verifier, approval sought prior to issue. The remaining four assignments may either be devised by the centre, which are then reviewed by the external verifier for approval before

issue to learners, or the centre may use the CIOB exemplar assignments. Indicative marking criterion documentation is provided by the CIOB.

The CIOB Awarding Organisation specifies the following grades: distinction; merit, pass and refer on completion of the qualification in order for the learner to receive their award. Assignments falling into the referral band are subject to internal moderation by the centre. Learners marked fail will be entered on the CIOB data base for regulatory information.

The CIOB level 3 Diploma is recognised as knowledge based qualification within the Construction Skills, Construction Technical, Supervision and Management Apprenticeship Framework. It is also accredited by Qualification Wales, for use within their Higher Apprenticeships.

CIOB student membership is only gained through learners attending a CIOB Awarding Organisation approved centre.

4.3 Level 3 indicative marking descriptors

This document is issued to approved centres it provides four bands which describe indicative characteristics when applying a grade. An overall holistic approach is required when assessing a learner's work and assigning a grade to their course work. The level 3 grading is purely to provide the learner with encouragement and is not an actual requirement of the course; therefore grades will not appear on either the certificate or transcript for the level 3 qualification.

All six units must be completed for the full level 3 award. Learners may claim for individual credits for their achievement.

4.4 Level 4 Certificate in Construction Site Management (Qualification ref: 600/0529/4) and Level 4 Diploma in Construction Site Management (Qualification ref: 600/0530/0)

Four units must be successfully completed for the award of the certificate and must include Unit 4 Managing Health, Safety, Welfare, and Risk in Construction Works. A further eight units must be successfully completed and will result in the award of the diploma.

The learner must study and successfully complete a total of 12 units, including four CIOB set units, to gain the full diploma award. The 12 units may be taken in any order. Although units will vary in length, a minimum of 360 guided learning hours (30 hours per unit on average) plus a minimum of 360 hours personal study time is required before the diploma can be awarded. A total of 72 credits are gained for these awards, consisting of 24 for the certificate and 48 for the diploma.

4.4.1 Level 4 Construction Site Management units:

1. Project Planning for Construction– **assessment set by CIOB**
2. Project Control and Monitoring for Construction
3. Managing the Quality of Construction Site Work – **assessment set by CIOB**
4. Managing Health, Safety, Welfare and Risk Control within a Construction Site – **assessment set by CIOB**
5. Managing Dimensional Control in Construction Works – **assessment set by CIOB**
6. Developing and Managing Self and Construction Personnel
7. Managing Sustainable Construction
8. Contractual and Legal Responsibilities within a Construction Environment
9. Estimating and Measuring Work within a Construction Environment

10. Managing Sub-Contractors within a Construction Environment
11. Managing Mechanical and Electrical Services within a Construction Environment
12. Managing the Technology of Modern and Traditional Construction Works

Learners may claim for individual credits for their achievement.

The assessments in four of the units (as indicated above) within this qualification are set by CIOB and will be externally assessed as part of the requirements of Ofqual. These assignments may be altered after discussions and approval with and of the external verifier prior to issue. As a rule of combination unit 4 Managing Health, Safety, Welfare and Risk Control within a Construction Site must be completed within the certificate year of the qualification. The remaining eight assignments may either be devised by the centre, which are then reviewed by the external verifier for approval prior to issue to learners, or the centre may use the CIOB exemplar assignments.

The CIOB Awarding Organisation specifies the following grades: distinction; merit, pass and refer on completion of the qualification. Assignments falling into the referral band are subject to internal moderation by the centre. Learners marked fail will be entered on our database as such for regulatory information.

4.5 Level 4 Graduate Conversion Certificate

The Graduate Conversion Certificate provides a route to chartered membership for those who hold a degree in a subject unconnected to construction but are currently working in the industry at management level. Learners undertake one mandatory unit, Managing Health, Safety, Welfare and Risk Control within a Construction Site and five optional units, which should include a specific unit to suit their job role. This qualification develops the underpinning knowledge and skills required of a competent construction manager.

4.5.1 Graduate Conversion Certificate recommended units

The CIOB recommends that the following units (plus one additional) as these have been mapped against our professional review route:

1. Project Planning for Construction– **assessment set by CIOB**
2. Managing the Quality of Construction Site Work – **assessment set by CIOB**
3. Managing Health, Safety, Welfare and Risk Control within a Construction Site – **assessment set by CIOB**
4. Contractual and Legal Responsibilities within a Construction Environment
5. Managing the Technology of Modern and Traditional Construction Works

Assessment, grading, policies and procedures for this qualification fall under those already outlined within the Site Management qualification.

Upon completion of the course, graduates receive a CIOB Level 4 Certificate in Site Management and can apply for the Construction Skills Certifications Card Scheme (CSCS) Black card for Construction Site Managers - contracting.

4.6 Learning methods and assessment

The emphasis of the course is on group participation and mutual learning with guidance from the course tutor. Our qualifications have been designed with the practical entrant in mind. Learners should be prepared to spend time in private study and coursework in addition to attendance at the centre. Where the learners' studies are interrupted the units already completed can be recorded by way of unit certification.

Course assessment is based on specific criteria set out by the Awarding Organisation, on practical assignments, individual and group work. Marks are given for the quality of student responses on the task, the quality of the technical content, presentation and coherence.

4.7 Student coursework submissions

Learners should be given clear and full information at the beginning of the course on the mode, preparation and overall criteria of assessment. Outside of centre tutorials, learners should be advised to plan efficiently and manage their own learning appropriately. Submission deadlines are the latest time/date for coursework submission when late penalties will not be incurred. Coursework deadlines are to be set by the tutor, taking into account individual learning needs. Each learner should adhere to set deadlines unless special considerations have been mutually identified or been requested. The tutor is responsible for enforcing the submissions procedure. The course leader and tutors are responsible for approving all requests for longer extensions under extenuating circumstances. In every instance Learners are responsible for keeping copies of any assignments submitted.

The aim of the submissions procedure will ensure that:

- Learners receive a set scheduled timeframe
- Learners will be informed of when, where and how to submit their coursework
- Learners will be informed of how to request an extension period, or to request extenuating circumstances
- Procedures are outlined for handling referred work and draft submission deadlines
- Procedures are outlined as to the consequences of plagiarising work.

Learners are responsible for requesting submission extensions before the original assignment submission deadline, should they require further time in order to complete their coursework (acceptable reasons should apply).

All learners' assignments must be submitted by the specified deadline. Assignments submitted after the deadline without a granted extension will not be marked and the student will be deemed to have failed the assignment. It will be the course team's decision to allow the candidate to be given allowances in order for the learner to complete all of the outcomes.

Learners who submit assignments in person should be given a dated receipt as proof of submission. Details of coursework hand in procedures should be published in the Centre Student Handbook.

Learners who fail to attend tutorials on the specified submission date must attempt to email their coursework, or deliver their assignment to the centre on the submission date. Exceptions to this will be for learners who have written proof that they have been absent on long term sickness, bereavement etc.

If a learner fails to meet the submission deadline they must request an assignment extension by the deadline date and time. This will give the student an extension of up to two working days. If a student fails to request by the deadline then their assignment will not be marked and they will have deemed to have failed the assignment.

Consideration must be given to requests for extensions for the submission of coursework for learners with dyslexia.

The length of the extension is at the tutor's discretion and should take account of the learners' individual circumstances and needs. As a guideline an extension ranging from seven to fourteen days could be considered as reasonable. This should only be confirmed following a written request.

When a learner with dyslexia requests an extension on a submission deadline, it is recommended that a tutor considers granting the extension where the student has made reasonable efforts to meet the deadline and where there appears to be a genuine reason for missing the deadline. The general difficulties with time management and study skills that are characteristic of dyslexia may be considered a sufficient reason to grant an extension, if the learner has demonstrated that he or she has made reasonable effort towards completing the assignment. Any supporting evidence from other individuals could be taken into account. A tutor however, can refuse to grant an extension if there does not appear to be a reasonable reason for missing the set deadline.

If a learner requires a longer extension due to serious extenuating circumstances, then they must submit a written request at least two days before the assignment deadline. The written request must contain detailed information and evidence supporting the request such as medical note, letter from a third party etc. The qualification leader and tutor will decide the length of the extension to be granted. Extensions will not be given due to loss of work.

Where a learner is unable to request in writing by the deadline date due to serious illness or hospitalisation, such extenuating circumstances will be taken into consideration by the qualification leader and tutor. In such cases the student will be required to provide evidence of the circumstances.

The tutor can set 'draft coursework' submission procedures for work submitted to a deadline and use a "draft submission deadline". A draft submission deadline is where learners would submit unfinished assignments for feedback and revision before the final deadline submission date.

All learners must accurately reference all source material in assignments and the assignment front sheet and declaration of authenticity must be completed for every assignment.

Learners will fail assignments if:

- They fail to submit
- They fail to meet the pass criteria
- They fail to meet pass criteria after one referral attempt
- They fail to submit by the agreed deadline written request
- They fail to submit by the extension deadline
- After investigation the assignment shows evidence of gross plagiarism.

All students have the right to appeal an assessment decision under the CIOB AO appeals policy.

4.8 Level 4 certificate and diploma grading

The unit grades are awarded and will appear on the transcripts for the level 4 certificate and diploma qualifications. Each award is to be graded separately. The following points are applied for each grade:

Distinction	Three points
Merit	Two points
Pass	One point
Exemption	One point
Fail	Zero points

4.9 Applying grades

The tutor awards a grade to the achievement of the units from zero to three corresponding to distinction, merit, pass and fail. Indicative examples for applying the grades are provided. The marking scheme is used to assist the assessor to differentiate between levels of achievement when marking assignments. The grading points are used to assist the assessor to achieve an overall grade for the completed units and qualifications. Unit grades apply to overall performance of units including assignments, practical exercises and course work. The marking scheme applies to the assessment of assignments only. One point is applied to exempted units.

4.10 Applying grades retrospectively

Grades cannot be applied retrospectively as assessed and moderated work cannot be reassessed.

4.11 Grades and external verification

The external verifier will verify grades awarded during the usual external verifiers visits by sampling. As usual, certificates and transcripts can only be processed after external verification has taken place and confirmed the grade awarded. The external verifier is able to overturn grading and reapply if there are inconsistencies or if the qualifications criterion has not been met.

4.12 Borderline cases

The centre should follow its procedures for moderating borderline results.

4.13 If a candidate is not satisfied with the grade

The centre should deal with all such cases through its own enquiry procedure and or through its appeals procedure in cases where marking procedures have not been followed or errors have been made in calculating marks.

4.14 Revision, re-drafting and interim review of work

Learners are free to revise and redraft a piece of coursework without tutor involvement before submitting the final piece.

Tutors may review coursework before it is handed in for final assessment. Provided that advice remains at the general level, enabling the learner to take the initiative in making amendments, there is no need to record this advice as assistance or to deduct marks.

Generally one review would be expected to be sufficient to enable learners to understand the demands of the assessment criteria. Advice may be given in either oral or written form.

Having reviewed the learner's coursework it is not acceptable for teachers to give, either to individual learners or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. Examples of unacceptable assistance include:

- Detailed indication of errors or omissions
- Advice on specific improvements needed to meet the criteria
- The provision of outlines, paragraph or section headings, **or**
- Writing frames specific to the coursework task (units)
- Personal intervention to improve the presentation or content of the coursework.

As indicated above, a clear distinction must be drawn between any interim review of coursework and final assessment. Once work is submitted for final assessment it may not be revised. This limit is to ensure that the course work remains that of the learners and therefore does not give an unfair advantage over other learners.

4.15 Exemptions

4.15.1 Accreditation of prior certificated learning

Learners who have certificated achievements may claim exemption from units that are considered, after mapping, to meet the main learning outcomes. Therefore, a learner could achieve a qualification through a combination of credits awarded for units and exemption from the requirement to achieve credits for a unit or units based on certificated achievements. This ensures the learners do not duplicate learning and undergo unnecessary assessment. Each application is recorded and the outcome updated by the Awarding Organisation.

Requested exemptions from learners holding certificated achievements, which are not included in the Awarding Organisation rules of combination, will be considered by the provider and Awarding Organisation on an individual basis. The qualifications to be assessed for exemptions must be accompanied by a transcript or equivalent of the units studied and a relevant qualification/unit specification. The CIOB external verifier will check the content of the prior attained qualification to ensure it broadly matches the evidence requirements specified for CIOB qualification units. A qualification certificate on its own will not be sufficient evidence.

Evidence to support prior learning decisions are required to ensure the currency of the learner's knowledge, skills and achievement within the context of the unit(s) being assessed are correct. Previously attained qualifications of up to five years may be used as evidence of prior learning as long as they have been awarded by a recognised awarding body or professional body.

4.16 Health and Safety Unit exemptions

A learner may be given exemption from either the CIOB Level 3 or 4 Health and Safety Unit where they have been awarded a certificate for the CITB Site Supervisors Safety Training Scheme (SSSTS) for the Level 3 or Site Management Safety Training Scheme (SMSTS; ref XA6) for the Level 4. Health and safety certificate awards towards exemptions must be valid throughout the duration of the student completing the course. The learner and centre must provide proof of their award by sending a copy of their Health and Safety Certificate to the Awarding Organisation.

Requests from centres for the recognition of health and safety awards other than the CITB Site Safety Training Schemes will be considered upon submission by the centre. The course details are to be mapped against the CIOB unit to ensure all the learning outcomes are met. The Awarding Organisation reserves the right to refuse requests. Any approval, other than the CITB Site Safety Training Schemes, will be for a period of no more than three years. Centres will be required to request re-approval after this time. A copy of the achieved exempted health and safety award must be provided as proof of completion when requesting CIOB certification. CIOB certification is only gained through learners attending a CIOB Awarding Organisation approved centre.

4.17 Accreditation of prior experiential learning

CIOB qualifications are vocational qualifications that develop learners' knowledge and skills in their occupation. The assignments are designed to assess the learner's work place skills and therefore we are unable to grant exemptions from units or assessments for prior experiential learning. Learners who hold non-accredited training certificates such as SMSTS can apply for unit exemptions through their center.

4.18 Aegrotat awards

The CIOB Awarding Organisation does not grant aegrotat or posthumous awards.

The Awarding Organisation will award certification for those units that have been successfully completed by a learner. The centre must, in every instance, submit a certificate claim form to request an award.

4.19 Centre set assignments

The CIOB awarding organisation requires centre's to submit their devised assignments for our records once the external verifier has approved them. The assignment template is available on CIOB Moodle or on request from the CIOB by emailing awardingorg@ciob.org.uk completed assignments should also be sent to this address together with the following documentation:

- Any supplementary drawings or documentation
- The matrix of units, mark and grading schemes for the assessment

5. QUALITY CONTROL SYSTEMS

5.1 External verification

External verification visits are carried out for each approved centre between February and August of every year. The external verification system forms part of the CIOB quality assurance procedure and supports the maintenance of its qualification standards. Through an auditing process, external verification applies a level of rigour to ensure that course administration, assessment and delivery is undertaken in an accurate and consistent, manner across CIOB approved centres. Satisfactory external verification confirms continuous approval status of the centre.

The CIOB is committed to ensuring that the standard of its qualifications are maintained at a national level. External verifiers are appointed to undertake inspections at each CIOB approved centre.

Through an auditing process, external verification applies a level of rigor to ensure:

- Course administration, assessment and delivery is undertaken in a consistent manner across CIOB approved centre's
- Each centre is maintaining the standards set by the Awarding Organisation, their regulators and the centre submission agreement in order to remain compliant and to continue delivering CIOB qualifications.
- Assessments are clear in aims, achievable within the time frame, rigorous, equitable and appropriate in level and subject matter.
- The interests of the Learners are protected.

External verifiers are also available to assist and give advice to approved centres where appropriate, they may also provide assistance to events relating to the Awarding Organisation.

5.2 External verifier's standardisation forum

All external verifiers attend annual training at the CIOB External Verifiers Standardisation Forum to ensure standardisation throughout the audit.

In order to comply with the regulatory standards set by Ofqual, the CIOB are required to obtain from approved centres samples of marked, internally verified completed assignments, along with a copy of the Internal Verification Plan. Centres will be requested by their external verifier, prior to inspection, to provide samples via Moodle. On an annual basis this information is presented at the External Verifiers Standardisation Forum for review, as appropriate. The CIOB Awarding Organisation Education Team will also carry out further quarterly reviews on internally set assignments outside of the external verification period.

5.3 Internal verification

The CIOB is committed to ensuring that the standards of its qualifications are maintained at a national level. The centre's provision of an effective internal verification system is designed to achieve this requirement. All centres are required to appoint an internal verifier as part of the CIOB quality assurance process and to maintain managed and auditable records for production during the external verification inspection. Further information on the CIOB Awarding Organisation Internal Verification Policy, can be found within our guidance documentation.

5.4 Student feedback

The CIOB is committed to the quality of our qualifications. We feel it is important that we have input from learners on their delivery. You can assist us by asking your students to complete our online Student Satisfaction Survey and to provide any additional information they feel important. We welcome all students' comments and would appreciate the time taken in them providing this valuable feedback. The student satisfaction survey access is updated quarterly and is available on the Awarding Organisations web page.

5.5 Reasonable Adjustments and Special Considerations (RASC)

5.5.1 Access arrangements are agreed before an assessment.

Access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment. Access arrangements allow learners to show what they know and can do, without changing the demands of the assessment: for example,

providing a reader, a scribe and a word processor. The intention behind many access arrangements is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment. In this way awarding bodies will comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

5.5.2 Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to have procedures in place for making adjustments, where a learner who is disabled would be at a substantial disadvantage in comparison to someone who is not disabled. A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. The CIOB Awarding Organisation is required to take reasonable steps to overcome such disadvantages. An example would be a braille paper which would be a reasonable adjustment for a visually impaired person who could read braille. Reasonable adjustments are agreed and planned upon at the pre-assessment stage this also enables the learner to be made aware of what options are available to them. Appropriate time should be given if there is a need for the learner to practice using the agreed arrangements e.g. a computer reader, or having a scribe.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements. The application of a reasonable adjustment will depend on a number of factors, which will include the needs of the disabled learner, the effectiveness of the adjustment, its cost and its likely impact upon the candidate and other candidates. An adjustment will not be approved if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not "reasonable". There is no duty on the awarding bodies to make any adjustment to the assessment objectives being tested in an assessment. Reasonable adjustments may be approved at centre level or by the CIOB; all instances should be recorded and reported to your external verifier and/or the CIOB Quality Coordinator.

5.5.3 Managing the needs of candidates with disabilities and learning difficulties

Some candidates are likely to have a number of needs and may require a range of arrangements.

The examples given are therefore not exhaustive and are illustrative only.

5.5.3.1 Communication and interaction

Candidates with communication and interaction difficulties may require:

- Extra time
- A word processor
- A scribe
- An oral language modifier or a sign language interpreter
- Papers with modified print or modified language.

5.5.3.2 Cognition and learning

Candidates with learning difficulties may require:

- Extra time
- A computer reader or a reader
- A word processor
- A scribe
- A prompter
- A practical assistant
- Coloured overlays
- Coloured/enlarged papers
- Papers with modified language.

5.5.3.3 Sensory and physical needs

Candidates with sensory and physical needs may require:

- Extra time
- A computer reader or a reader
- A word processor
- A scribe
- A live speaker
- An oral language modifier or a sign language interpreter
- A practical assistant
- Papers with modified print or modified language.

5.5.3.4 Emotional, Social and Behavioural Difficulties (EBD)

Candidates with emotional, social and behavioural difficulties may require:

- Supervised rest breaks
- A prompter
- Separate invigilation
- Alternative accommodation arrangements
- Extra time
- A word processor
- A computer reader or a reader.

5.6 Special considerations

Special consideration is an adjustment to a candidate's mark or grade to reflect temporary illness, injury or other indisposition at the time of the assessment.

The Awarding Organisations' RASC policy is aimed to be used by centres which, are approved to offer CIOB qualifications to determine on a case by case basis, whether reasonable adjustments are necessary and what reasonable adjustments will be necessary. Centres may wish to discuss RASC at an early stage with their internal and/or their external verifier.

Reasonable adjustments may be permitted at the discretion of the centre in cases where the adjustment falls within the remit of the provider. Centres may also consult their external verifier or apply to the CIOB for permission.

All adjustments must be notified to the CIOB Awarding Organisation for monitoring purposes.

5.7 Equality & diversity

The Awarding Organisation is committed to ensuring that all courses leading to CIOB qualifications are accessible to all learners who wish to take them.

The Awarding Organisation opposes all forms of unlawful and unfair discrimination. It is a requirement that approved centres delivering our qualifications provide equality and fairness to all learners and do not discriminate on grounds of gender, marital status, race, ethnic origin, colour, disability, sexual orientation, religion or age.

Centres are required to ensure that there are no unnecessary barriers to access or to learning, and that the course content and structure are non-discriminatory, and that the special needs of individual learners are met both in terms of learning and of assessment. Please refer to the Equality and Diversity policy as published.

The Awarding Organisation requires the approved centre to:

- Have systems in place addressing inequalities and barriers leading to discrimination between people of different religions and beliefs, racial groups, ages, marital/civil partnership status and sexual orientations between men and women generally; between disabled and non-disabled people; between persons of different political opinion; between those with dependents and those without; or on any other grounds or status.
- Gather data in relation to equality and diversity
- Monitor and respond to the data
- Have an equality and diversity policy embedded within all centre functions compliant with current equalities laws.

The Awarding Organisation recommends centers support learners by:

- Diagnostic testing of the learner to identify the level of numeric and literacy skills to establish any support required
- Assessing the preferred learning style of the learner
- Identifying any barriers to learning for a learner and referring the learner to the Equality and Diversity Manager or equivalent personnel.

The Awarding Organisation reviews the centre's measures for equality and diversity, how they are evaluated and or analysed and the current set action plan at the external verifiers' visits to the centre. The external verifier will also request the equality and diversity data gathered by the centre for purposes of monitoring by the Awarding Organisation. If a centre has a steering group covering equality and diversity in place, the external verifier will request copies of the meeting minutes and/or terms of reference for Awarding Organisation records.

If a centre receives a complaint from a learner where they feel they have been disadvantaged, the Awarding Organisation must be notified and provided with the centre's recommendations. If a learner feels that the centre somehow has not met their requirements for equality and diversity, learners are requested to follow the Awarding Organisation appeals procedure. If no actions for reasonable adjustments or special considerations is implemented were practicable, a learner could be disadvantaged and the Awarding Organisation may take appropriate action if a centre is found to be failing in terms of equality and diversity.

The following penalties may be implemented on agreement of the AOMC:

- Sanctions would be imposed and reviewed by a specified deadline
- Withdrawal of certification.

The Awarding Organisation will request that registered learners complete an online survey for evaluation of the effectiveness of equality and diversity within approved centres. All data received will be monitored, summarised and presented to AOMC. Further information on equality, diversity and the Disability Discrimination Act, visit the Equality and Human Rights Commission website www.equalityhumanrights.com Also further information can be found within the assessment section in the procedural and guidance documentation.

5.8 Centre Document Retention

The Awarding Organisation requests that centres retain documentation and sufficient information of learners' assessment decisions **for a period no less than five years** from a learner's completion of our qualification. This will enable centres and the Awarding Organisation to track and monitor the learners' progression of achievement and for record purposes of certification.

Approved centres should keep records of adjustments they have permitted and those they have requested from the CIOB Awarding Organisation. Approved centres should also keep records of their decisions to permit adjustments to assessments. The documentation should include the supporting evidence as listed below:

The supporting evidence should include:

- Assessment decisions;
- Internal verification records
- External verification documentation
- Certification claim forms
- RASC requests
- Appeals.

Internally and externally set assignments should be retained in a lockable cabinet/cupboard accessible only to those staff involved in delivery of the qualifications. The Awarding Organisation requests assignments are retained until the Awarding Organisation provides any updated documentation of which, all centres will be notified of within a reasonable timescale for centres to implement into their course structure.

Centres are requested to keep unclaimed certificates for a period of one month, after this period we ask them to be returned to the CIOB.

5.9 Plagiarism

Awards are made in recognition of a learner's personal achievement. All work submitted by learners for assessment is accepted on the understanding that via the learner signing the assignment declaration form, they are confirming that it is their own work.

Plagiarism is defined as the presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Cases of plagiarism can also arise from one learner copying another learner's work or from inappropriate collaboration.

Plagiarism is considered to be a fraudulent act, an offence against the standards as set by the Awarding Organisation. Alleged plagiarism, at whatever stage of a learners studies, whether before or after completion, will be investigated and dealt with appropriately by the approved centre.

Where a learner is suspected of plagiarism the approved centre should follow its internal procedures and notify the Awarding Organisation.

Issues may arise when learners are found to have received assistance from others or have plagiarised the work of other learners or authors. The risk of this is greater when the opportunity to observe the activities of learners or producing evidence at first hand is not present. When this direct evidence is not available, steps should be taken to confirm that the learners' evidence was genuinely produced by them. This is referred to as the process of authentication. A rigorous authentication system will minimise the number of malpractice cases encountered.

Authentication can be achieved by using one or more of the following:

- Controlled access to online materials
- Use of personal logs
- Personal statements produced by your learners
- Peer reports

- Questioning
- Write-ups under supervised conditions
- Witness testimonies.

5.10 Data protection

The CIOB takes the privacy and security of our members' and approved centres data seriously and takes all the necessary steps to comply with the Data Protection Act 1998.

Generally, we receive information directly from members and centres. The amount of data held will vary according to the members' professional status and employment situation or the centre information acquired at each external verifiers visit.

- Data is treated with the strictest of confidence.
- Data is kept on a confidential database and within individual approved centre files, and will not be given out to other members or parties. We do not pass on personal data to anyone unless prior consent is received.
- CIOB staff are fully trained on the membership database before alterations to members' or centre records can be made.

5.11 Complaints

The Awarding Organisations complaints process will be accessed once the centres internal complaints process has been exhausted. Centre policies and procedures are required to be sufficiently rigorous in order to meet the awarding organisation and regulatory conditions of recognition. Investigations must be robust, free from bias and conducted in line with current policies and outcomes, accurately recorded and communicated. Complaints against the Awarding Organisation should be directed to the CIOB.

We hope you do not have any cause to complain about our standards of service; however we know that there may be occasions when things go wrong. If you do wish to make a complaint, we will:

- Take all complaints seriously
- Follow our published procedure for dealing with complaints
- Resolve the problem within timescales set out with our complaints policy
- Apologise if the complaint is upheld.

For our full complaints procedure please log on to CIOB Moodle or email:

awardingorg@ciob.org.uk

5.12 Appeals

The Awarding Organisations appeals process will be accessed once the centres internal appeals process has been exhausted.

Centre policies and procedures for dealing with appeals are required to be sufficiently rigorous in order to meet the Awarding Organisation and regulatory conditions of recognition.

Staff and learners should have the means in order to be aware of:

- What comprises as an appeal and what is regarded as assessment malpractice
- The process for instigating an appeal or investigating malpractice
- The possible outcomes that could be reached
- The effect of outcomes

- The systems for recording and managing appeals
- Reporting mechanisms.

The CIOB as an Awarding Organisation has comprehensive and rigorous quality assurance procedures in place for maintaining the standards of its qualifications and their delivery. Appeals and malpractice procedures will target both the learners and centre staff. In the event that these systems are deemed to have failed, an appeal may be made to the CIOB. The Institute is committed to ensuring that the services of its approved centres or appointed representatives are conducted in an equitable, rigorous and effective manner at all times.

The CIOB strives to ensure that the quality and integrity of its awards are maintained. However, there may be incidents which require an investigation of the quality systems and procedures. The appeals procedure allows centres and candidates to enquire about or appeal against decisions or outcomes.

The CIOB will treat all appeals with equal importance and consideration. It understands the need to ensure that appeals are dealt with in a thorough and equitable manner.

The CIOB Appeals Process has been established under the terms issued by The Office of Qualifications and Examinations Regulations (Ofqual), as the regulator of qualifications (other than degrees), examinations and assessments in England, and of vocational qualifications in Northern Ireland.

For our full appeals process please log on to CIOB Moodle or email:
awardingorg@ciob.org.uk

6. CIOB SCHOLARSHIP AND AWARDS

6.1 Site Management Awards Scheme

The CIOB Site Management Award Scheme was launched in June 2006 as part of the celebration to mark the 30th anniversary of the CIOB SMETS qualification (Site Management Education and Training Scheme). The purpose of the award scheme is to promote best practice and reward training and professionalism within site management for those learners who have demonstrated application in the advancement of knowledge, application through occupational competence and ultimately, by contributing to improvements in site management practice and activities. The value of the awards scheme also lies in the process of assessment which brings together centres, employers, CIOB regional staff and CIOB HQ.

As the leading professional institute representing managers of the construction process and built environment, CIOB recognises the importance of site management and the key function this role has on the success of any project. The CIOB Site Management qualification aims to develop key skills and knowledge required for site managers to progress into an active leadership role. The award scheme endorses excellence and innovation in site management. The awards scheme will be held nationally and include our providers both within the UK and the Republic of Ireland. All current providers registered through CIOB and delivering the Level 4 Certificate and Diploma in Site Management will be eligible to commence the process of assessment, subject to the conditions of entry for their learners. The process will begin with each CIOB approved centre delivering the Level 4 qualification, identifying overall grades of distinction and nominating suitable learners for the award scheme. The nominees will then produce a small portfolio containing their Curriculum Vitae, job specification, details of the company they work for and three assignments. The three assignments included should provide evidence of their best mark, worst mark and that of which was considered the most difficult to complete.

6.2 Entry Criteria

- Candidates must have responsibility for the management of construction work and operations on site;
- The awards scheme allows retrospective applications from candidates who have already completed their CIOB Level 4 Diploma in Site Management within a five-year period.

For more information about the Site Management Awards and to nominate a learner, please visit our website: <http://www.ciob.org/awards> or contact us at the contact details at the end of this section.

6.3 Other CIOB Scholarships and Awards

As a champion of the built environment, the CIOB offers a range of scholarships to support learners, graduates, academics and practitioners in order to promote and reward the industry's future leaders. The scholarships, prizes and bursaries on offer include awards for research, travel, course fees and projects covering the whole construction process.

The CIOB scholarships are available to bright, motivated and ambitious individuals who show the potential to succeed in the construction industry.

Further information can be found on our website at <http://www.ciob.org/scholarships>

7. CONTACT DETAILS

For learner enquiries, registrations, record books and certificate claims please contact:

Education Qualifications Administrator
The Chartered Institute of Building
1 Arlington Square
Downshire Way
Bracknell
Berkshire
RG12 1WA

Telephone: 01344 630829

E-mail: awardingorg@ciob.org.uk

Website: www.ciob.org/content/qualifications

For all other enquires or to request documentation, please contact:

Quality Coordinator
The Chartered Institute of Building
1 Arlington Square
Downshire Way
Bracknell
Berkshire
RG12 1WA

Telephone: 01344 630742

E-mail: awardingorg@ciob.org.uk

Website: www.ciob.org/content/qualifications

8. ASSESSMENT AND MARKING SCHEMES

8.1 Guidance on Assessment for centres and Academic Staff

This guidance is designed to help teaching staff refresh, review and refine their approaches to designing and developing assessment tools. A key aspect of assessment is the relationship (alignment) between intended learning outcomes, learning opportunities, assessment methods/tasks and criteria for marking and eventual feedback to learners. Ideas on the theory and practice of assessing learners have been taken from the Learning and Teaching Support Network Generic Centre Assessment Series of guides which the reader should refer to as an aid to developing higher level assessment skills. Three of these guides are appropriately referenced in this document.

8.2 Introduction

Assessment is the most important aspect of the learning process, in that it provides feedback and confirmation, for the learner and tutor, that a series of learning outcomes have been achieved. At the heart of course design and development is the relationship ('alignment'- Brown, 2001) between course aims/learning outcomes and assessment methods and tasks.

Each assessment method will be seeking to measure learner knowledge, understanding (*the use of knowledge gained*), behavior and abilities. Clearly the tasks and activities selected for assessment purposes need to effectively allow learners to demonstrate the achievement of learning outcomes as measured against agreed clear criteria.

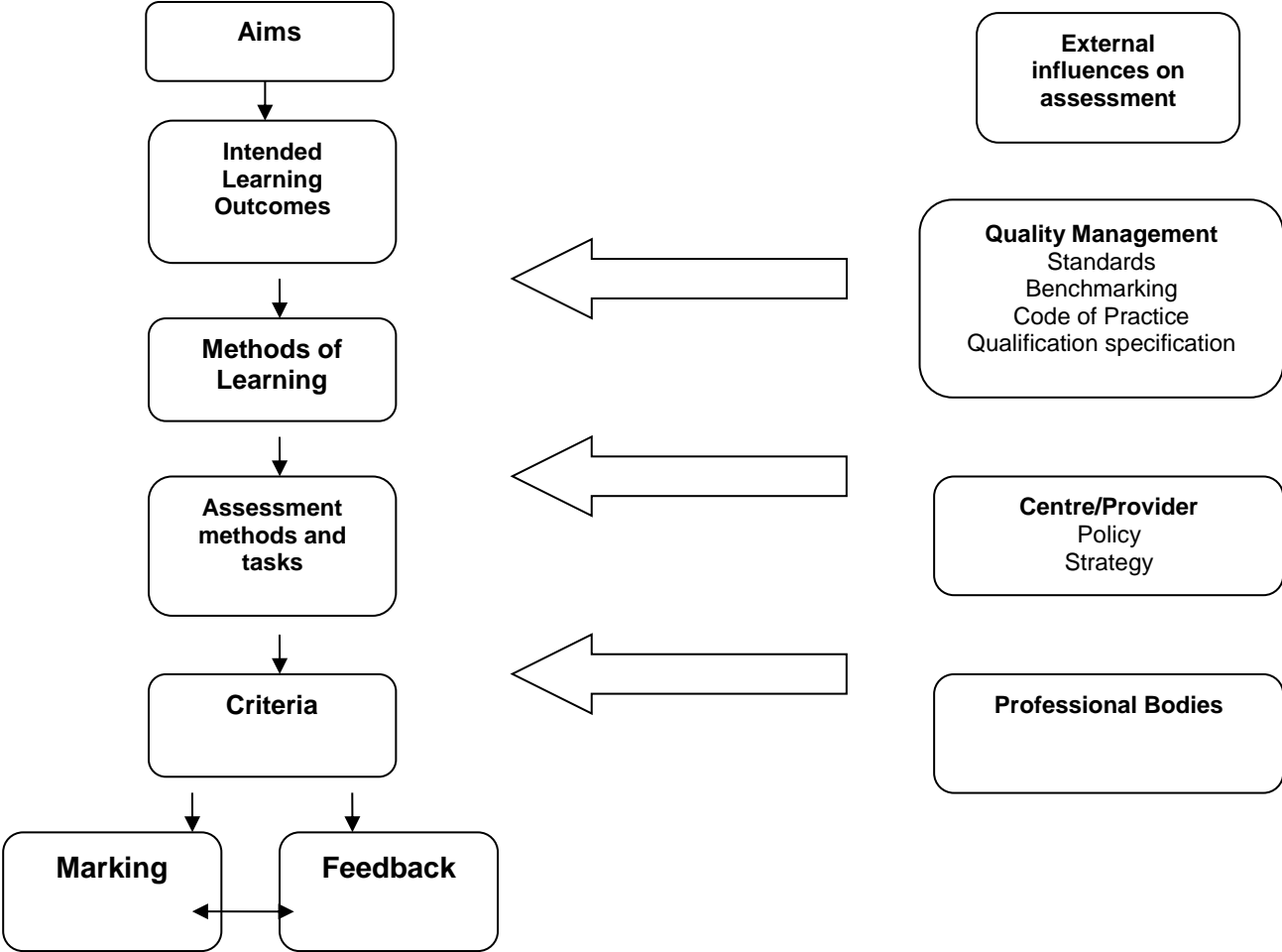
8.3 The Need for Alignment

Brown (2001) argues that without clear course aims and realistic learning outcomes learners encounter a 'fuzzy' learning environment. In these circumstances tutors will find it very difficult to design and employ assessment methods which are effective and 'fit-for purpose'.

Clear realistic learning outcomes provide learners with a sound focus on what is to be learned and tutors with a structure on approaches to teaching and creating learning opportunities. Effective assessment methods/tasks are related to the achievement of learning outcomes and methods of learning.

It is important that tutors demonstrate consistency of judgment as a means of ensuring the validity of the assessment process and those learners are provided with feedback which enhances and adds to the learning process.

8.3.1 The following diagram illustrates the concept of assessment alignment:



Aligning Assessment – After Brown 2001

8.4 Assessment of learning outcomes:

Should every learning outcome be assessed?

There are arguments for and against assessing all learning outcomes identified in a course, in a summative way (see section on formative and summative assessment in the latter of this guide).

If the tutor adopts the assessment of every learning outcome of every unit, then there is a clear risk of over assessment. Race (2001) identifies that UK learners may well be the most over-assessed learners in Europe.

A sound approach is to ensure that within each unit teaching and learning opportunities are provided which gradually move learners towards the achievement of course outcomes and that some qualification outcomes are assessed in some of the units such, that by the end of the diet of assessment, all key outcomes have been assessed at each level (course or unit) on at least two occasions. The most important aspect of this approach will be to ensure that 'essential Knowledge and skills' are assessed.

The approach should ensure that individual 'outcome assessment' is repeated, thus identifying a more reliable measure of achievement, and a realistic, not overloaded diet is achieved. It is also good practice to produce a matrix of course learning outcomes and the assessments used in individual units or units to help identify the links between the overall diet of assessment and the achievement of course aims.

8.5 Purpose of assessment

Brown (2001) identifies three main purposes of assessment:

- Provide a license to proceed to the next stage (course/qualification) or to graduation.
- Classify the performance of learners in rank order.
- Improve learner learning.

This guide focuses on the 'license to proceed' purpose and as such the assessment tasks should be based upon core knowledge and skills and the pass or fail threshold, which must be clearly identified and based upon criterion referenced behaviour. Purposes are related to the concepts of formative and summative assessment.

8.6 Formative assessment

Formative assessment (Knight, 2001) provides feedback to learners during the learning process and develops opportunities to improve learning and understanding. For example it is good practice to pose a range of tutorial questions, to be responded to during the delivery of a unit. The questions will encourage learners to research and gain knowledge and understanding in line with a desired learning outcome and should also help in responding to the summative assessment which will provide the marks for the unit.

For example:

L.O = *Identify and compare means of motivating others and apply the principles to the work situation.*

Tutorial Questions:

- How is motivating people different from directing people?

- Examine the relationship between line managers and the people they are responsible for
- What is the relationship between leadership and motivation of groups and individuals?

8.7 Summative assessment

Summative assessment contributes to the marks for a level or qualification. It could be in the form of an examination where it is truly 'summative' or in the form of coursework which would usually be both summative and formative (Knight, 2001). Indicative mark schemes are provided to all approved centres

8.8 Principles of assessment

Brown (2001) identifies six key principles of assessment which can be derived from the diagram presented.

- Assessment shapes learning so if learning is to be changed then change the assessment method.
- Match the assessment tasks to the learning outcomes.
- Match the criteria to the task and learning outcomes. (***critterion-referenced grading***)
 - i) *Identify what counts as desirable performance*
 - ii) *Specify it as precisely as possible.*
 - iii) *Judge (and mark) evidence of achievement accordingly.* (Knight 2001).
- Keep criteria simple – *Indicative mark schemes are included in the assignment briefs. Centres are required to give pass or fail marks only.*
- Be fair, reliable and valid in marking.
- Provide meaningful timely feedback.

8.8.1 References

Brown G (2001) "Assessment: A Guide for Lecturers". LTSN Generic Centre: ISBN 1-904190-00-6

Race P (2001) "Assessment: A Guide for Learners". LTSN Generic Centre: ISBN 1-904190-03-0

Knight P (2001) "A Briefing on Key Concepts - Formative and Summative, criterion and norm-referenced assessment". LTSN Generic Centre: ISBN 1-904190-05-7

9. FURTHER DOCUMENTS AVAILABLE TO CENTRES AND TUTORS

- CIOB AO Customer Services Policy and Procedures
- CIOB AO Centre Agreement
- CIOB AO Code of Practice for Assessment
- CIOB AO Conflict of Interest Policy
- CIOB AO Equality and Diversity Policy
- CIOB AO External Verification Policy and Procedures
- CIOB AO Internal Verification Policy
- CIOB AO Equality and Diversity Policy and Procedures
- CIOB AO Reasonable Adjustments and Special Considerations
- CIOB AO Student Guidance
- CIOB AO Level 3 Specification
- CIOB AO Level 4 Specification
- CIOB AO Level 3 Marking Descriptors
- CIOB AO Level 4 Grading
- CIOB AO Assignment Briefs Level 3
- CIOB AO Assignment Briefs Level 4
- CIOB AO Assignment Brief Template
- CIOB AO Assessment Sheet Template
- CIOB AO Registration Form
- CIOB AO Late Registration Form
- CIOB AO Certificate Claim Form

All centre staff should have access to CIOB guidance and procedural documentation for reference. If a Centre requires any copies of the CIOB awarding organisation documentation then please contact CIOB at: awardingorg@ciob.org.uk