CUSTOMER ONBOARDING GUIDE

Level 2 Construction NVQs

A practical route to recognising workplace competence

This guide explains how McGovern Assessments supports experienced construction workers through a Level 2 NVQ using evidence from their real job. It covers the assessment journey, the on-site visit, the evidence learners may need and the steps employers can take to make the process run smoothly.

Work based	On site	Flexible
Assessment built around the learner's normal role	We visit the workplace to observe real competence	Evidence and timescales reflect the qualification and learner

For employers, contractors, self-employed workers and experienced operatives

Your Level 2 NVQ at a glance

A Level 2 NVQ is a competence-based qualification. The learner demonstrates that they can carry out their role safely, consistently and to the required occupational standard. It is assessment of existing workplace competence rather than a classroom course or a single practical test.

Question	What to expect
Who is it for?	People already carrying out the relevant construction occupation and able to provide workplace evidence.
Where does assessment happen?	Primarily in the workplace, supported by remote contact and evidence review where appropriate.
How long is the site visit?	A typical visit is around half a day. It may be shorter or longer depending on the qualification, the work available, the learner and the assessment plan.
Is there an exam?	There is no traditional written exam. Assessment may include observation, professional discussion, questions, witness evidence and review of work records.
How long does the full NVQ take?	From start to finish, the process takes approximately four weeks to receive the certificate. Timescales may vary depending on the qualification, evidence already available, access to suitable work and how quickly any gaps are addressed.
What is the outcome?	On successful completion and quality assurance, the awarding organisation issues the NVQ certificate. Any competence-card application is a separate process and may have additional requirements. See the section How to get a Blue Card for the next steps.

A good fit usually looks like this

- The learner is already working in the occupation covered by the NVQ.
- The employer can provide access to suitable live work, site rules permitting.
- The learner can explain decisions and demonstrate safe working practices.
- Workplace evidence such as photographs, records or witness testimony can be made available where required.

The assessment journey

We plan the assessment around the qualification requirements and the learner's real work. The stages below help everyone understand what needs to happen and when.

1

Initial enquiry and suitability check

We confirm the occupation, job role, experience, work location and likely qualification route. We also identify whether suitable workplace activity is available for assessment.

2

Registration and induction

Once the route is agreed, we collect the required details and identification, complete registration and explain the standards, evidence requirements, support available and expected timescales.

3

Assessment planning

The assessor agrees what will be observed, which evidence can be used, who may act as a witness and whether any remote discussions or follow-up activity are needed.

4

On-site assessment visit

The assessor observes the learner carrying out genuine work, asks questions and gathers evidence against the relevant units. A typical site visit is around half a day, depending on the qualification and circumstances.

5

Evidence review and gap planning

The assessor reviews the full portfolio, gives clear feedback and identifies any missing evidence. Further evidence or another visit may be needed if the occupational standards have not yet been fully demonstrated.

6

Completion and quality assurance

When all requirements are met, the portfolio goes through internal quality assurance and is submitted through the awarding process. Certification follows after the required checks are complete.

Our approach

We aim to keep assessment practical, proportionate and easy to understand. Learners receive a named assessor, a clear evidence plan and feedback on what is complete and what remains outstanding. Assessment decisions must still be based on sufficient, authentic and current evidence.

What happens during the site visit

The site visit is designed to capture as much valid evidence as possible while the learner carries out their normal duties. It is not intended to disrupt productive work or create an artificial test environment.

The assessor may

- Complete a site induction and agree safe access with the employer or site contact.
- Observe the learner planning, preparing and completing occupational tasks.
- Ask questions to confirm underpinning knowledge, choices and safe systems of work.
- Record assessment notes and, where permitted, collect photographs or video evidence.
- Review workplace documents, permits, inspection records, drawings, method statements or other relevant records.
- Speak with an appropriate supervisor or witness who knows the learner's work.
- Agree next actions, deadlines and any evidence still required.

The learner should

- Carry out genuine work in the same way they normally would, following site rules and company procedures.
- Explain what they are doing, why they are doing it and how they control risk.
- Tell the assessor immediately if conditions change or a task cannot safely continue.
- Provide only their own work and be open about any areas they have not yet had the opportunity to demonstrate.

Important site arrangements

The employer remains responsible for site control, supervision, permits, welfare and health and safety. Assessment will not proceed where it would be unsafe, where permissions are missing or where the work available does not allow valid evidence to be gathered. Please tell us in advance about induction requirements, PPE, access restrictions, photography rules and the named site contact.

What affects the length of a visit

Factor	Possible impact
Qualification and units	Some routes require a wider range of activities or endorsements.
Work available on the day	A delayed or unsuitable task may reduce the evidence that can be collected.
Existing evidence	Good, organised evidence may reduce follow-up work.
Site access and permissions	Inductions, escorts or restrictions can affect the usable assessment time.

Preparing for assessment

Good preparation helps us use the site visit effectively and reduces avoidable follow-up. Not every item below will apply to every qualification; your assessor will confirm the exact requirements.

Employer and site checklist

☐	Confirm the learner is carrying out the occupation and has access to suitable work.
☐	Nominate a site contact and, where appropriate, a knowledgeable workplace witness.
☐	Confirm the planned task, location, date and approximate start time.
☐	Tell us about site induction, security, PPE, parking and access arrangements.
☐	Confirm whether photographs or video are permitted and identify any client restrictions.
☐	Have relevant workplace records available where appropriate, with confidential information protected.
☐	Allow the learner enough time to answer questions and take part in professional discussion.
☐	Notify us promptly if the work programme changes or the planned task is no longer available.

Learner evidence checklist

☐	Acceptable identification and any registration information requested.
☐	Evidence of recent work relevant to the qualification, where requested by the assessor.
☐	Photographs or videos of the learner's own work, with dates and context where possible.
☐	Work records such as job sheets, inspection sheets, permits, risk assessments or daily records.
☐	Details of a suitable supervisor or witness who can confirm workplace performance.
☐	Any existing certificates, cards or training records relevant to the occupation.
☐	Access to email, telephone or the agreed system for remote discussions and evidence sharing.

Protecting information. Do not send client-sensitive, commercially confidential or personal information unless it is required and an appropriate method has been agreed. Documents can often be redacted while still providing valid evidence.

How competence is evidenced

No single item normally proves the whole qualification. The assessor uses a balanced range of evidence to confirm that performance meets the occupational standards.

Evidence type	What it shows	Example
Observation	How the learner performs a real task safely and competently.	Assessor watches normal site activity.
Professional discussion	On-site role and responsibilities, work planning and previous work history.	Discussion about planning, risks and quality.
Work products	The output and records created through the learner's role.	Completed checks, job records or photographs.
Witness testimony	Performance seen over time by a suitable person.	Supervisor confirms consistent workplace practice.
Questions	Knowledge that may not be visible during observation.	Questions about faults, emergencies or regulations.
Prior evidence	Relevant achievement or experience already demonstrated.	Current certificates or authenticated recent evidence.

Support for learners

Learners should tell us as early as possible about any disability, learning difficulty, literacy need, language need or other barrier that may affect assessment. We will discuss appropriate support and reasonable adjustments within the qualification and awarding requirements. Adjustments support access to assessment; they do not reduce the occupational standard that must be met.

Keeping the portfolio moving

- Respond to assessor messages and agreed actions promptly.
- Label evidence clearly with the learner, date, site and task.
- Send evidence in the agreed format and keep original records where required.
- Raise problems early, especially if work patterns change or access to tasks is limited.

Completion and next steps

When the assessor confirms that all required units are complete, the portfolio moves through internal quality assurance and the awarding process. Certification can only be requested once the evidence meets the required standard and all registration and quality checks are complete.

How to get a Blue Card

We can apply for an NPORS Blue Card on your behalf for £50 plus VAT. You must have an in-date Health, Safety and Environment touchscreen test completed within the last two years. If you need to take the test, please visit Pearson Professional Assessments to check availability and locations.

Frequently asked questions

Can assessment be completed in one visit?

Sometimes a large amount of evidence can be collected in one visit, but we cannot promise full completion in a single session. The assessor must see enough evidence across all required units.

Does the learner need time away from work?

The main assessment is built around normal work. Some time may still be needed for induction, discussion, questions, evidence organisation and follow-up.

What if the planned task is cancelled?

Contact us as soon as possible. We may rearrange the observation, use other valid evidence or agree a revised plan.

Can photographs be used?

Yes, where they are permitted, authentic and supported by enough context. Photographs alone are unlikely to cover every requirement.

Can an experienced worker fail?

Assessment decisions are evidence-based. If requirements are not yet met, the assessor explains the gaps and agrees what further evidence or development is needed.

Can several employees be assessed at the same site?

Often yes. We can coordinate visits for groups where the work, assessor availability and qualification routes make this practical.

Is funding available?

Funding or grant support may be available for some learners, employers or qualifications. Eligibility, availability and contribution rules vary, so this must be checked before enrolment.

What else we do

McGovern Assessments supports construction employers and individuals with qualifications, plant competence, safety training and workforce development. Availability and delivery arrangements vary by course and location.

Service area	How we can help
Construction NVQs	Work-based qualifications across a range of occupations and levels, including supervisory and management routes where available.
NPORS plant training and testing	Operator training, testing and support for plant categories, delivered at suitable centres or customer sites where arrangements allow.
Card progression support	Guidance on evidence and qualification routes for relevant plant and construction competence-card applications.
Site safety courses	A range of practical courses such as abrasive wheels, cable avoidance, face fit, confined spaces and other workforce safety topics.
Supervisory and management training	Courses such as SSSTS and SMSTS, subject to scheduled availability and entry requirements.
Streetworks	Operative and supervisor training and assessment for relevant New Roads and Street Works routes.
Funded programmes	Selected funded skills and employability programmes where contracts, geography and learner eligibility permit.
Bespoke employer delivery	Planned training and assessment programmes for teams, including on-site coordination and workforce skills reviews.

Ready to discuss your workforce

Send us the learner's job role, experience, usual work activities, site location and the card or qualification outcome required. We will help identify the most suitable route, explain what evidence is likely to be needed and outline the next steps before registration.

Contact McGovern Assessments

Use the enquiry details on our website and ask about a Level 2 NVQ suitability check.

Assessment and qualification requirements are confirmed during the suitability and registration process. This guide is general information and does not replace the requirements of the selected qualification, awarding organisation or card scheme.