

Pearson Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/ Signaller (Construction)

Specification

NVQs/Competence-based qualifications

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Edexcel, BTEC and LCCI qualifications

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1 Introducing Edexcel NVQs/ Competence-based qualifications

What are NVQs/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQs/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

NVQs/Competence-based qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction)
Qualification Number (QN)	603/2841/1
Regulation start date	20/12/2017
Operational start date	01/01/2018
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	430 hours.
Guided Learning Hours (GLH)	144.
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7 Access and recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

3 Qualification purpose

Qualification objectives

The Pearson Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction) is for learners who work in, or who want to work in, the area of lifting operations in the construction sector.

The qualification gives learners the opportunity to:

- develop the technical skills, role-related knowledge and understanding and behaviours required to work on site, with and around associated plant and equipment, in the role of a lifting operative
- demonstrate competence in the relevant job roles
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction) (QCF), which has expired.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction) can progress to job roles such as construction operative. Learners can also progress to construction-related NVQ/competence qualifications at Level 3 or broaden their competencies by undertaking a different qualification at the same level. Progression to knowledge-based qualifications is also possible.

Industry support and recognition

This qualification is supported by ConstructionSkills, the Sector Skills Council for construction.

Relationship with Occupational Standards

This qualification is based on the Occupational Standards for Controlling Lifting Operations, which were set and designed by ConstructionSkills, the Sector Skills Council for the sector.

4 Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Number of units that must be achieved	4
Number of units that must be achieved at Level 2 or above	3

Unit number	Mandatory units	Level	Guided learning hours
1	Attaching and Preparing Suspended Loads for Movement Using Lifting Accessories in the Workplace	2	80
2	Guiding, Positioning and Placing Suspended Loads in the Workplace	2	47
3	Conforming to General Health, Safety and Welfare in the Workplace	1	7
4	Conforming to Productive Working Practices in the Workplace	2	10

Unit endorsements for Pearson Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction)

Unit number	Endorsement
1	The following endorsement required (i.e. own area of work): <ul style="list-style-type: none">• Slinger/signaller – all occupations
2	The following endorsement required (i.e. own area of work): <ul style="list-style-type: none">• Slinger/signaller – all occupations

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* is available on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve employers in the induction process. This helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is, therefore, important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separately from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with employers to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping employers to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the NVQ Quality Assurance Centre Handbook and the Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance on our website.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see Section 7 Access and recruitment. For full details on the Equality Act 2010, visit www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

To achieve a pass for this qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessments for the units in this qualification are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational qualifications*. The document is available on our website.

Internal assessment

The units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the assessment requirements for the qualification
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit’s assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website.
- a combination of these.

Assessment requirements

The assessment strategy for the qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remain valid and reliable. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson’s quality assurance arrangements (please see *Section 10 Quality assurance of centres*) and the requirements of the assessment strategy given in *Annexe A*.

In line with the assessment strategy, evidence for internally-assessed units can take a variety of forms as indicated below:

- direct observation of the learner’s performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner’s work (P)
- personal statements and/or reflective accounts (RA)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant

assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the Assessor, the Internal Verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the ConstructionSkills assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Unit format*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and Appeals about Pearson vocational qualifications policy*, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see *Pearson's Centre Guidance: Dealing with Malpractice*, available on our website.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals Policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson competence-based qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the Occupational Standards for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the document the document General Guidance for Centres and Learners. Additionally, centres offering the qualification as stand-alone should refer to the document Centre Guide to Quality Assurance Pearson NVQ/SVQ & Competence-based Qualifications, and centres offering the qualification within BTEC Apprenticeship frameworks should refer to the document Quality Assurance Handbook BTEC Apprenticeship.

All three documents mentioned above are available on our website, qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit which will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

Unit 1: Attaching and Preparing Suspended Loads for Movement Using Lifting Accessories in the Workplace

Level: 2
Unit type: Mandatory
Guided learning hours: 80

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in attaching and preparing suspended loads for movement using lifting accessories in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the *ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment*.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when attaching and preparing suspended loads for movement	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements (lift plans), risk assessments, certificates and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, risk assessments, method statements, lift plans, work instructions, certificates, manufacturers' information approved procedures and Codes of Practice 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others in which the sequence and operation for attaching and preparing suspended loads for movement is to be carried out	2.1	Organise the checking and preparation work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate the sequence and operation with team members and/or other associated occupations when attaching and preparing suspended loads for movement			
		2.4	Describe how to organise resources prior to and when attaching and preparing suspended loads for movement			
3	Know how to comply with relevant legislation and official guidance when attaching and preparing suspended loads for movement	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when attaching and preparing suspended loads for movement	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when attaching and preparing suspended loads for movement			
		4.2	Demonstrate compliance with given information and relevant legislation when attaching and preparing suspended loads for movement in relation to at least three of the following: <ul style="list-style-type: none"> • safe use and storage of tools and equipment • safe use, storage and handling of lifting accessories • safe use of access equipment • specific risks to health 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to attaching and preparing suspended loads for movement, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Select the required quantity and quality of resources for the methods of work to attach and prepare suspended loads for movement	5.1	Select resources associated with own work in relation to lifting accessories/aids, hand tools and ancillary equipment			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, in relation to: <ul style="list-style-type: none"> lifting accessories, steel wire rope, chain, fabric, web hooks, shackles, clamps, spreader and lifting beams, and other specialist lifting equipment tools and ancillary equipment 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and method of work			
		5.6	Identify or estimate weights, quantity, length and area, and identify centres of gravity relevant to attaching and preparing suspended loads			
		5.7	Describe how to identify weight, quantity, length and area associated with the method/procedure to attach and prepare suspended loads for movement			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when attaching and preparing suspended loads for movement	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
7	Complete the work within the allocated time when attaching and preparing suspended loads for movement	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to attach and prepare suspended loads for movement using lifting accessories to the required specification	8.1	Demonstrate the following work skills when attaching and preparing suspended loads for movement: <ul style="list-style-type: none"> measuring, selecting, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, checking, judging, explaining, preparing, informing, adjusting, configuring, positioning, moving, securing, removing and signalling 			
		8.2	Use and maintain lifting accessories, lifting aids and equipment			
		8.3	Carry out pre-use checks on a range of lifting accessories in preparation for attaching to suspended loads			
		8.4	Select appropriate lifting accessories in accordance with given working instructions			
		8.5	Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for the following: <ul style="list-style-type: none"> balanced unbalanced loose bundled container-type drum-type 			
		8.6	Remove lifting accessories from a range of loads on completion of movement and leave loads in a safe situation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.7 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations • confirm the authority, duties and responsibilities allocated • identify characteristics of lifting equipment and lifting accessories and determine the method for attaching and securing • identify and interpret valid certification for maintenance, inspection and thorough examination • lift and transfer people • sling balanced, unbalanced, loose, live, bundled, container drum loads • communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios) • confirm methods of communication • recognise blind-spots, potential crush zones and other limitations to operator visibility • consider the load characteristics including centre of gravity and lifting points to determine the method of slinging • determine and check the route of the load before and during the lift including distances, clearances and landing position • select, handle, check and use (assemble, set up and adjust) lifting accessories and aids 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • identify rejection criteria for removing defective lifting accessories from service • recognise and determine when specific skills and knowledge are required and report accordingly • attach lifting accessories and sling loads securely • ensure balance and stability of loads • attach and use load guidance equipment (hand/tag lines) • land and position loads safely and securely • remove and store lifting accessories • use hand tools and ancillary equipment. • work at height 			
		8.8 Describe the needs of other occupations and how to communicate within a team when attaching and preparing suspended loads for movement			
		8.9 Describe how to maintain the lifting accessories, aids and equipment used to attach suspended loads for movement			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Guiding, Positioning and Placing Suspended Loads in the Workplace

Level:	2
Unit type:	Mandatory
Guided learning hours:	47

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in guiding, positioning and placing suspended loads in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with the *ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment*.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure applicable to the qualification/occupational area in which the candidate is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when guiding, positioning and placing suspended loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements (lift plans), risk assessments, and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, risk assessments, method statements, lift plans, work instructions, manufacturers' information approved procedures and Codes of Practice 			
2	Organise the sequence and operation for guiding, positioning and placing suspended loads	2.1	Organise the guiding, positioning and placing of suspended loads according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate the sequence and operation with team members and/or other associated occupations when guiding and placing suspended loads			
		2.4	Describe how to organise appropriate resources prior to and when directing and guiding suspended loads			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to comply with relevant legislation and official guidance when guiding, positioning and placing suspended loads	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when guiding, positioning and placing suspended loads	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when guiding, positioning and placing suspended loads			
		4.2	Demonstrate compliance with given information and relevant legislation when guiding, positioning and placing suspended loads in relation to at least three of the following: <ul style="list-style-type: none"> • safe use and storage of tools and equipment • safe use, storage and handling of lifting accessories • safe use of access equipment • specific risks to health 			
		4.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to guiding, positioning and placing suspended loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Select the required quantity and quality of resources for the methods of work to guide, position and place suspended loads	5.1	Select resources associated with own work in relation to lifting accessories/aids, hand tools and ancillary equipment			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects, and how they should be used correctly, associated with the resources in relation to: <ul style="list-style-type: none"> • signalling and communication equipment • hand tools and ancillary equipment 			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and methods of work			
		5.6	Describe how to identify weight, quantity, length and area, associated with the method/procedure to guide, position and place suspended loads			
6	Minimise the risk of damage to the work and surrounding area when guiding, positioning and placing suspended loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Complete the work within the allocated time when guiding, positioning and placing suspended loads	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
8	Comply with the given contract information to guide, position and place suspended loads to the required specification	8.1	Demonstrate the following work skills when guiding and placing suspended loads: <ul style="list-style-type: none"> indicating, informing, instructing, positioning, moving, signalling and relaying 			
		8.2	Use and maintain signalling equipment			
		8.3	Guide and move suspended loads to specified destinations, using hand signals, hand-held signalling equipment and electronic communication equipment, to given working instructions for the following: <ul style="list-style-type: none"> balanced unbalanced loose bundled container drum loads where the machine operator cannot observe the full movement path 			
		8.4	Position and place a range of loads to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 Remove lifting accessories from a range of loads on completion of movement and leave loads in a safe situation			
	8.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations • confirm the authority, duties and responsibilities allocated • identify characteristics of lifting equipment and lifting accessories • lift and transfer people • communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios) • confirm methods of communication • recognise blind-spots, potential crush zones and other limitations to driver visibility • consider the load characteristics including centre of gravity and lifting points to determine the method of removing lifting accessories • determine and check the route of the load before and during the lift including distances, clearances and landing position • handle and use (set up and adjust) lifting aids • recognise and determine when specific skills and knowledge are required and report accordingly • ensure balance and stability of loads 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • attach and use load guidance equipment (hand/tag lines) • guide, position and place suspended loads by recognised methods of signalling and communication and agreed operational procedures • land and position loads safely and securely • remove and store lifting accessories • use hand tools and ancillary equipment. • work at height 			
	8.7 Describe the needs of other occupations and how to communicate within a team when guiding and placing suspended loads			
	8.8 Describe how to maintain signalling and communication equipment used when guiding and placing suspended loads			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Conforming to General Health, Safety and Welfare in the Workplace

Level:	1
Unit type:	Mandatory
Guided learning hours:	7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general safety in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the *ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment*.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with all workplace health, safety and welfare legislation requirements	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area			
		1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements			
		1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment			
		1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			
		1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area			
		1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work			
2	Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures			
		2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities			
		2.3	List the current Health and Safety Executive top ten safety risks			
		2.4	List the current Health and Safety Executive top five health risks			
		2.5	State how changing circumstances within the workplace could cause hazards			
		2.6	State the methods used for reporting changed circumstances, hazards and incidents in the workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1	Interpret and comply with given instructions to maintain safe systems of work and quality working practices			
		3.2	Contribute to discussions by offering/providing feedback relating to health, safety and welfare			
		3.3	Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures			
		3.4	Safely store health and safety control equipment in accordance with given instructions			
		3.5	Dispose of waste and/or consumable items in accordance with legislation			
		3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> dealing with accidents and emergencies associated with the work and environment methods of receiving or sourcing information reporting stopping work evacuation fire risks and safe exit procedures consultation and feedback 			
		3.7	State the appropriate types of fire extinguishers relevant to the work			
		3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare			
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> recognising when to stop work in the face of serious and imminent danger to self and/or others contributing to discussions and providing feedback reporting changed circumstances and incidents in the workplace complying with the environmental requirements of the workplace 			
		4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Comply with and support all organisational security arrangements and approved procedures	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> during the working day on completion of the day's work for unauthorised personnel (other operatives and the general public) for theft 			
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Conforming to Productive Working Practices in the Workplace

Level:	2
Unit type:	Mandatory
Guided learning hours:	10

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to productive working practices in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the *ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment*.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Communicate with others to establish productive work practices	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively			
		1.2	Describe the different methods of communicating with line management, colleagues and customers			
		1.3	Describe how to use different methods of communication to ensure that the work carried out is productive			
2	Follow organisational procedures to plan the sequence of work	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work			
		2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively			
		2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> • using resources for own and other’s work requirements • allocating appropriate work to employees • organising the work sequence • reducing carbon emissions 			
		2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain relevant records in accordance with the organisational procedures	3.1	Complete relevant documentation according to the occupation as required by the organisation			
		3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> • job cards • worksheets • material/resource lists • time sheets 			
		3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain good working relationships when conforming to productive working practices	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships			
		4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others			
		4.3	Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> • individuals • customer and operative • operative and line management • own and other occupations 			
		4.4	Describe why it is important to work effectively with line management, colleagues and customers			
		4.5	Describe how working relationships could have an effect on productive working			
		4.6	Describe how to apply principles of equality and diversity when communicating and working with others			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson).
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our Subject Advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need, please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers: <http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html>

Annexe A: Consolidated Assessment Strategy for Construction and the Built Environment

Assessment Strategy for Construction and the Built Environment – Plant Operations and Controlling Lifting Operations National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)

Introduction

This assessment strategy provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a ConstructionSkills Assessment Strategy covering construction and the built environment – Plant Operations and Controlling Lifting Operations NVQ and SVQ units and qualifications. This assessment strategy further applies where plant or lifting units, based on Plant Operations or Controlling Lifting Operations National Occupational Standards (NOS), are used in other competence-based qualifications destined for use within the construction and built environment sector.

These principles are in addition to the requirements that awarding organisations must meet for the delivery of qualifications as required by the qualification regulators' documentation.

This assessment strategy provides the overarching principles as systems may vary from one awarding organisation to another. Awarding organisations must consistently put these principles into practice.

Appendix A provides guidance to help awarding organisations incorporate relevant parts of these principle requirements in their documentation.

Appendix B provides additional information relevant to specific NVQ or SVQ qualifications and units, and contains guidance for awarding organisations where National Working Groups or an awarding organisation have identified the need for further clarification. This information covers additional occupational expertise requirements for assessors and verifiers.

Appendix C provides additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units.

Awarding organisations must make this Strategy and the appendices available to assessors, verifiers, candidates and assessment centres.

Principles

1. External quality control of assessment

- 1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:
 - workplace evidence
 - the occupational competence of assessors and verifiers.
- 1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.
- 1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on NOS, NVQ or SVQ units and qualifications, including aspects informing incremental change.
- 1.4 The Forum will, in respect of this strategy:
 - build on the good relationships with awarding organisations;
 - provide opportunities to identify and address particular issues of external quality control;
 - contribute to improving quality and consistency;
 - support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk;
 - provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action;
 - discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications;
 - inform the continuous improvement of NOS, and awards derived from them;
 - identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.
- 1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding Organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.
- 1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

2 Additional requirements for assessment in the workplace

- 2.1 Workplace evidence is the primary source for meeting the requirements of assessment which must be produced through normal performance in the workplace, gained through experience, by using, at least, all of the following three (3) methods:
- observation of performance by the assessor or assessors;
 - witness testimony or testimonies by an expert witness/witnesses;
 - professional discussion.
- 2.2 All of these methods are mandated and are in addition to other forms of evidence. Any submitted evidence must support skills, knowledge and understanding attained through performance in the workplace for at least a six (6) month period.
- 2.3 Observation of a candidate's performance using the machine in the workplace producing the outcome of work, as identified within the relevant NOS, NVQ or SVQs, should be the main method of assessment.
- 2.4 All witness testimonies must relate to the relevant national occupational standard, plant type and work application.
- 2.5 The expert witness must know the candidate, have full familiarity of the work activity or activities identified in the testimony, be in a supervisory or mentor position, and have a thorough understanding of the item of plant and the application of work that the testimony relates to. This must be verified by the assessor prior to accepting the evidence.
- 2.6 Total qualification time (TQT) or credit rating denotes the size of a qualification which gives an indication of the scope of the likely subject coverage, and of the workload and commitment involved in achieving the qualification. Workplace evidence and/or the evidence from the professional discussion, and of workplace performance, should reflect the TQT of the qualification.
- 2.7 A practical skills-based test (complying with the criteria in 2.8) may be used where plant operators with extensive experience are prevented from gathering direct evidence from the workplace in the normal way because:
- there are serious risks to the candidate, assessor or others involved in the operation
 - operational activities occur infrequently or long term outcomes are involved
 - there are organisational constraints.

NOTE: The definition of extensive experience would be using the designated machine as a full-time main job function for at least two years within the construction or allied sectors.

- 2.8 A practical skills-based test can only be used for operators with extensive experience and who do not have any training needs in relation to operating the machine. Any instances where a practical skills-based test is used must be supported by video observation of the candidate operating the machine in the workplace. The assessor must view the video evidence to ensure workplace competence has been demonstrated prior to arranging a practical skills-based test. The video evidence must constitute demonstration of work skills in compliance with the requirements in section 4.

- 2.9 The practical skills-based test must fully check operating skills which comply with good practice, safe and efficient working practices, legislation and regulations. The test must sufficiently check performance on:
- pre-use checks;
 - preparing for and travelling to the working area (if applicable);
 - travelling on terrain typical for the type of plant (where relevant);
 - setting up and configuring for the required work;
 - carrying out a number (two or more) of the core functions of the machine as per guidance in paragraph 4;
 - completing the work and undertake cleaning/dismantling duties where applicable;
 - travelling the machine to an out-of-service area (if applicable);
 - complete shut-down, isolation and securing procedures.
- 2.10 The test specification must identify the required resources and activities to ensure consistency, are fully measurable, and made available to the candidate and assessor prior to the practical skills-based test taking place.
- 2.11 The grading criteria must ensure that full skills on all areas, have been measured and do not allow errors to be made to ensure competent performance. The test must be conducted in an environment which allows the candidate to perform without being hindered by non-related factors such as other work impinging on the test area, and with machinery that is compliant with current legislation and fit-for-purpose.
- 2.12 Any practical skills-based test devised as a part of the overall evidence must be submitted to, and pre-approved by the Employer Forum, as identified in section 5.

3 Professional Discussion Delivery Guidelines

- 3.1 The aim of the professional discussion is for the candidate to demonstrate through explanation to their assessor that they have the required capability against the relevant parts of the NOS. The delivery method should be around the candidate explaining what they undertook in the workplace - supported by the working methods that they carried out, and should not be required to provide answers to direct questions – being a separate assessment method.
- 3.2 The candidate needs to provide sufficiency of expertise based on their experiences within the workplace. This discussion should be used to support the variation and scope of experience that supports workplace observation, witness testimonies and other methods such as photographs etc.
- 3.3 The discussion should be conducted on a one-to-one basis with the candidate in a suitable and comfortable environment that allows uninterrupted dialogue during the discussion.
- 3.4 In terms of judging ability and understanding, there should have been ample level of responses against all relevant areas in the NOS, NVQ or SVQs to be considered sufficiently experienced and holding sufficient expertise for the occupation and role. As direct questioning is not the aim of the professional discussion, there should not be a pre-meditated pass or fail marking criteria for the discussion.

4 Core Activity Examples

- 4.1 In quantifying the assessment weighting of the mandated methods, the following examples relate to the core activity for common types of plant used in the construction sector where observation in the workplace of these activities should form the main method of assessment:
- Excavator 360; extracting or excavating materials using a bucket following a pre-given specification.
 - Telescopic Handler; picking up, travelling with and placing loads using the forks or lifting accessories, and placing loads using the machine's extendable boom.
 - Dump Truck; receiving loads, travelling on haul roads including those of uneven terrain, and tipping loads at a variety of locations.
 - Ride-on Roller; compacting a variety of materials over a number of passes following a pre-given specification.

5 Employer Forum for the Plant Operations and Controlling Lifting Operations Assessment Strategy

- 5.1 The forum consists of those involved with plant operations and who represent construction-related federations and associations. The forum will ensure that the content of the assessment strategy meets the needs of the construction and allied sectors in terms of plant operations; ensure fair, suitable and consistent assessment criteria and adjudicate on issues raised by awarding organisations, standard setting bodies or assessment centres.
- 5.2 The forum operates under a Terms of Reference with specified meetings and membership reviewed on a regular basis. The Terms of Reference imposes ongoing dialogue between the Employer Forum and the Built Environment Awarding Body Forum when required.
- 5.3 Any other form of assessment methodologies outside of those listed in the strategy must be approved by the Employer Forum.

6 Occupational expertise requirements for assessors and verifiers

- 6.1 Awarding organisations must ensure that assessors:
- 6.1.1 have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
- curriculum vitae and employer endorsement or references
 - possession of a relevant NVQ/SVQ, or vocationally related qualification
 - corporate membership of a relevant professional institution
 - interview

(The verification process must be recorded and available for audit)

- 6.1.2 have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements

- 6.1.3 only assess in their acknowledged area of occupational competence
- 6.1.4 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)
- 6.1.5 are prepared to participate in activities for their continued professional development
- 6.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment',
 - RQF Level 3 Award in Assessing Competence in the Work Environment
 - RQF Level 3 Award in Assessing Vocationally Related Achievement
 - RQF Level 3 Certificate in Assessing Vocationally Related Achievement
 - RQF Level 3 Certificate in Assessing Vocational Achievement
 - an appropriate Assessor qualification, in the SCQF, as identified by SQA Accreditation

or hold one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence
- Holders of A1 and D32/33 must assess to the current National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from SQA Accreditation.

6.2 Awarding organisations must ensure that internal verifiers:

- 6.2.1 have sufficient, verifiable, relevant up to date experience, knowledge and understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:
 - curriculum vitae and employer endorsement or references
 - possession of a relevant NVQ/SVQ, or vocationally related qualification
 - corporate membership of a relevant professional institution
 - interview

(The verification process must be recorded and available for audit)

- 6.2.2 have expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- 6.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)
- 6.2.4 are prepared to participate in activities for their continued professional development

6.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF Level 4 Award in the Internal Quality Assurance of the Assessment RQF Process and Practice
- RQF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

Holders of V1/D34 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of Internal Quality Assurance one of the following qualifications is held.

- RQF Level 3 Award in Assessing Competence in the Work Environment
- RQF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

6.3 Awarding organisations must ensure that **external verifiers:**

6.3.1 have sufficient, verifiable, relevant experience, knowledge and a broad understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. External verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

6.3.2 have sufficient expertise so they have an up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

6.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the NOS and the Assessment Strategy (this document)

6.3.4 are prepared to participate in activities for their continued professional development

6.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- RQF Level 4 Certificate in Leading the External Quality Assurance of Assessment
- an appropriate External Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

- V2 Conduct external quality assurance of the assessment process
- D35 Externally verify the assessment process

Holders of V2/D35 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of External Quality Assurance one of the following qualifications is held at Level 3 and Level 4.

Level 3:

- RQF Level 3 Award in Assessing Competence in the Work Environment
RQF Level 3 Certificate in Assessing Vocational Achievement an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation or one of the following
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Level 4:

- RQF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation
- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

6.4 Selection and appointment of assessors and verifiers

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the NVQ/SVQ(s) they will assess/verify to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area:

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Assessment Strategy for Plant and Lifting Operations.

All assessors should have experience as well as, not in lieu of, qualifications.

Where there seem to be gaps in a potentially suitable applicant's experience and knowledge, the applicant should be interviewed. Successful applicants' CVs, profiling, reasons for not needing to interview and interview records should be available for audit.

Appendix 1

Appendix 1

ConstructionSkills' standard evidence notes for awarding organisations

These guidance notes have been produced to ensure consistency in interpreting the principles set out in section 2 of this ConstructionSkills Assessment Strategy for Plant and Lifting Operations. The notes should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment – Plant Operations and Controlling Lifting Operations NVQ/SVQs. The following general standard notes are strongly recommended for adoption by awarding organisations in their assessment specification:

Standard note 1:

"Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria/learning outcomes and assessment criteria across the scope/range."

Standard note 2:

"There must be workplace evidence against each performance criterion/learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion/learning outcome and assessment criterion."

Standard note 3:

"Knowledge evidence may be established from questioning the candidate or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence."

Standard note 4:

Simulations are not considered to be acceptable for producing this evidence. However a practical skills-based test for an operator with extensive experience is an acceptable alternative for producing evidence where the operator is prevented from gathering direct evidence from the workplace in the normal way. Section 2 of the Plant Operations and Controlling Lifting Operations National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) contains further details on the use and content of a practical skill-based test.

Appendix 2

The information in Appendix 2 provides additional occupational expertise requirements for assessors and verifiers for specific NVQs or SVQs.

Plant Operations

Clarification and guidance

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 6.1 of the ConstructionSkills' Assessment Strategy for Plant and Lifting Operations. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for Plant Operations NVQ/SVQ units and qualifications

Additional requirements for assessors of plant operations

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in plant operations and on each endorsement or plant type for which they wish to assess. The awarding organisation must ensure that all assessors are competent on each endorsement or plant type category for which they intend to assess.

Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry, particularly construction, require operators of plant and equipment to possess certification from recognised industry approved bodies. The awarding organisation should ideally encourage all assessors to hold appropriate registration cards bearing the CSCS logo, or certificates to support industry initiatives for a qualified workforce.

Where plant operating experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

Controlling Lifting Operations

Clarification and guidance notes

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 6.1 of the ConstructionSkills' Assessment Strategy for Plant and Lifting Operations. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for the Controlling Lifting Operations NVQ/SVQ units and qualifications

Additional requirements for assessors of planning and supervising lifting operations

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in lifting operations and on each endorsement for which they wish to assess. The awarding body must ensure that all assessors are competent on each endorsement category for which they intend to assess.

Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry require lift planners and supervisors to possess certification from recognised industry approved bodies. The awarding body should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where lifting experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

Clarification on NOS, NVQ or SVQ Units content terminology

Various sectors of industry, supported by the Health and Safety Executive, requested national occupational standards for the safety critical occupations of lift planner and lift supervisor. Standards from the suite of National Occupational Standards for Construction Site Supervision and Construction Site Management were identified by the National Working Group (NWG) as conveniently defining the job roles of planner and supervisor.

Certain standards (NOS, NVQ or SVQ Units), however, use terminology particular to, or make reference to, the construction sector, limiting the scope of the standards. Clarification of terminology has been produced (page 14) by the NWG for awarding organisations, which provides interpretation and meaning of selected words that are used in lifting operations within other industrial sectors. Provision of this clarification further avoids a proliferation of new standards.

Awarding organisations need to ensure that candidates, employers, assessment centres, assessors and those involved in the verification process for this qualification are informed of the clarification of NOS, NVQ or SVQ Units terminology for planning and supervising lifting operations.

Clarification of NOS/Unit terminology for controlling lifting operations

construction operations	Includes lifting operations within other sectors of industry.
decision-makers	This refers to the client, customer or their representative, senior/contracts manager, project team, consultants or in VR705 the lift planner.
ensure notice has been given to all the people who will be affected...	This means as dictated by the lift plan.
lines, levels, angles	This includes load levels, ground levels, lines for placing loads and lifting accessory angles
near neighbours	This can include other structures and a workforce in a different part of the project.
organise and control the site	The lifting activity and the immediate surrounding area
position, align and/or level the work	This refers to items being moved and placed and the equipment used to attach and move the loads.
produce clear requests for plant, equipment or machinery	This means those specified by the lift plan.
place and maintain notices	This means ensuring that the correct notices (for the lifting activity) are in place prior to the commencement of the lifting activity, and checked throughout the duration of the activity.
plan how the work will be undertaken	This means as dictated by the lift plan.
programmes and schedules	This refers to either components part of, or the complete lift plan.
project	A lifting operation that is taking place within an overall contract, project or work activity
project plan	This refers to either components part of, or the complete lift plan
site	A lifting operation that is taking place within an overall contract, project or work activity.
site plan	This refers to either components part of, or the complete lift plan.
vehicular access	This can comprise of all forms of transport, including waterborne and airborne craft.

ADDITIONAL INFORMATION ON ASSESSMENT GUIDANCE FOR AWARDING ORGANISATIONS RELEVANT TO SPECIFIC NVQ OR SVQ QUALIFICATIONS AND UNITS

The information below should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment NVQs. The following guidance is strongly recommended for adoption by awarding organisations in their assessment methodology.

Additional Information on the Assessment of CITB NVQ Units only

- CITB NVQ Unit Ref: 641 - Assessment Criteria 2.3 and 2.4
 - 2.3 - 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current **common** safety risks'.
 - 2.4 - 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current **common** health risks

- All CITB NVQ units – Assessment Criteria 1.4
 - o 1.4 – 'State why and when health and safety control equipment, identified by the principles of **protection**' should be assessed as 'State why and when health and safety control equipment, identified by the principles of **prevention**'

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