

# Specification

Edexcel NVQ/competence-based  
qualifications

Edexcel Level 3 NVQ Diploma in Controlling Lifting  
Operations - Supervising Lifts (Construction)  
(QCF)

For first registration August 2010

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Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 3 NVQ Diploma in Controlling Lifting Operations - Supervising Lifts (Construction) (QCF):

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>
Edexcel Level 3 NVQ Diploma in Controlling Lifting Operations - Supervising Lifts (Construction) (QCF)	500/9241/8	01/08/2010

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above feature in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualifications Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualifications from 1<sup>st</sup> August 2010:

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Edexcel Level 3 NVQ in Controlling Lifting Operations	500/5698/0	01/02/2009	31/12/2010

Pre-publication

# Key features of the Edexcel Level 3 NVQ Diploma in Controlling Lifting Operations - Supervising Lifts (Construction) (QCF)

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This qualification:

- is nationally recognised
- is based on the ConstructionSkills National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by ConstructionSkills.

## What is the purpose of this qualification?

This qualification will enable learners to demonstrate competence in the area of supervising lifting operations in the Construction and the Built Environment sector.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

## What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the Construction industry as defined by ConstructionSkills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector.

## What are the potential job roles for those working towards this qualification?

- Construction Operative
- Construction Supervisor/Manager.

## What progression opportunities are available to learners who achieve this qualification?

This qualification relates to competences identified in the NOS. As such, once this qualification has been achieved at a particular level learners can progress to the next level or broaden their competencies by undertaking a different pathway at the same level. Progression is also possible to knowledge based qualifications.

Further information is available in *Annexe A*.



# What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Controlling Lifting Operations - Supervising Lifts (Construction) (QCF)?

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Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

Learners must complete all units (74 credits) to achieve this qualification.

## **A - Mandatory units**

Learners must complete all units in order to achieve this qualification

Credit Value required: Minimum 74, Maximum 74.

D/600/7079 - Developing and maintaining good occupational working relationships in the workplace

H/600/7004 - Supervising lifting operations using lifting equipment in the workplace

H/600/7486 - Maintaining systems for health, safety, welfare and environmental protection in the workplace

F/600/7494 - Coordinating and organising the control of work in the workplace

Y/600/7498 - Allocating and monitoring the use of plant, equipment or machinery in the workplace

D/600/7521 - Maintaining the dimensional accuracy of work in the workplace

H/600/7536 - Co-ordinating preparation work for site or lifting operations in the workplace

D/600/7552 - Allocating work and checking people's performance in the workplace

# How is the qualification graded and assessed?

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The overall grade for this qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

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

This qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

## Assessment Requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe E*. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come 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/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

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

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

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

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

## **Additional Requirements**

The Joint Awarding Body and the SSC Working Practices Group have identified additional requirements that are needed to assess and quality assure qualifications placed on the QCF that use NVQ within their title. These requirements are shown in Annexe E: Additional Requirements for Qualifications that use the title NVQ within the QCF.

## What do you need to offer this qualification?

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### Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

### Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel 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.

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required to deliver this qualification?

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Each qualification is designed to support learners working in the Construction and the Built Environment sector. Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe E: Assessment Requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b> Understanding the retail selling process		The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).	
<b>Unit reference number:</b> F/502/5807		This NDAQ code is a unique reference number for the unit.	
<b>QCF level:</b> 3		All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.	
<b>Credit value:</b> 2		All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.	
<b>Guided learning hours:</b> 19		A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.	
<b>Unit summary:</b> The unit provides the learner with an understanding of the retail selling process. It covers the communication process involved in the customer choosing products, the importance of good product knowledge and the part this plays in the selling process. There is also a focus on the legislation that applies in relation to selling and also how sales levels can be maximised.		This provides a summary of the purpose of the unit.	
<b>Assessment Requirements/evidence requirements:</b>		The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this	
<b>Assessment recording:</b>		This provides a summary of the assessment recording methods to be used for the unit.	
<b>Learning outcomes:</b> 1 Understand how communication techniques can be used to help the customer choose products	<b>Assessment criteria:</b> 1.1 Explain how communication techniques can be used to match product features and benefits to complex customer needs 1.2 Explain how communication techniques can be used to narrow the choice of products to those best suited to the customers needs	<b>Evidence type:</b> O observation Q&A questions and answers P learner products RA reflective accounts/personal statements S simulation PD professional discussion A assignment, project/case studies WT witness testimony EPW expert witness evidence RPL Recognition of Prior Learning	<b>Portfolio reference:</b> The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.
			<b>Date:</b> The learner should give the date when the evidence has been provided.

Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

# Units

**Unit 1:** **Developing and maintaining good occupational working relationships in the workplace**

Unit reference number: D/600/7079

QCF level: 5

Credit value: 8

Guided learning hours: 27

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in developing and maintaining good occupational working relationships in the workplace within the relevant sector of industry.

### Assessment Requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of developing and maintaining good occupational working relationships to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.



## Assessment recording

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1 provide information and advice about occupational work activities and associated occupations to relevant people. 1.2 explain methods and techniques on how to maintain and encourage working relationships that promote goodwill and trust with relevant people. 1.3 explain the factors that encourage goodwill and trust and how they are developed.			
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1 communicate on the following work activity information to relevant people following organisational procedures: – appropriate timescales – health and safety requirements – co-ordination of work procedures. 2.2 explain the factors of, methods and different techniques of informing relevant people about the work activities. 2.3 describe the effects of not informing relevant people with the expected level of urgency. 2.4 list the people who would need to be informed about the work activities and describe the appropriate level of detail they would expect to receive. 2.5 state the factors that constitute work activities.			
3 Offer advice and help to relevant people about work activities and encourage questions, requests for clarification and comments.	3.1 advise relevant people about the different methods of occupational work activities in order to achieve the required outcome. 3.2 explain the techniques of encouraging questions, requests for clarification and comments.			

	3.3 list the types of advice available and describe how to offer advice and help to people about the work activity.			
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1 undertake regular discussions with relevant people about the occupational work activity and other occupations. 4.2 explain the methods of clarifying alternative proposals with relevant people. 4.3 describe the methods of suggesting alternative proposals.			
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1 discuss and agree work activities with relevant people where differences of opinion occur of the proposed method of work. 5.2 explain the methods and techniques of resolving differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

Date:

*(if sampled)*

## **Unit 2: Supervising lifting operations using lifting equipment in the workplace**

**Unit reference number:** H/600/7004

**QCF level:** 3

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in supervising lifting operations using lifting equipment in the workplace within the relevant sector of industry.

### **Assessment Requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of supervising lifting operations using lifting equipment to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment recording

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Carry out the supervision of lifting operations which will minimise disruption and maintain optimum performance.</p>	<p>1.1 prepare for and undertake supervision duties in compliance with given lift plans, statutory legislation and organisational procedures.                      1.2 explain how programmed lifting operations relevant to the occupational area or sector(s) should be supervised.                      1.3 list the types of people who may be affected by typical lifting operations.                      1.4 explain how disruption to other works and people not involved in lifting operations can be minimised during typical lifting operations.                      1.5 describe different methods that can optimise performance during lifting activities.</p>			
<p>2 Observe current legislation and official guidance appropriate to the work environment.</p>	<p>2.1 protect the workforce, the general public, visitors and the environment during lifting operations by applying information from at least three of the following:                      – methods of works                      – risk assessments                      – safe use and storage of plant, equipment and machinery                      – safe use and storage of materials                      – traffic management                      – work permits                      – emergency plans                      – codes of practice                      – regulations.                      2.2 list and describe the current legislation and official</p>			

	guidance that applies directly to lifting operations using lifting equipment.			
3 Identify and assess faults and problems and recommend and implement corrective actions which conform to safe working methods and practices.	<p>3.1 observe and evaluate the preparation of and the lifting activity against given documents, requirements and methods to identify faults and problems.</p> <p>3.2 apply corrective actions that follow statutory requirements and organisational procedures to at least two of the following lifting operations faults and problems:</p> <ul style="list-style-type: none"> <li>– work method data errors</li> <li>– construction errors</li> <li>– identification of further utilities</li> <li>– heritage concerns</li> <li>– environmental concerns</li> <li>– incorrect maintenance</li> <li>– identification of hazardous materials</li> <li>– breaches of security</li> <li>– documentation error/availability</li> <li>– certification error/availability</li> <li>– non-conforming plant, equipment or machinery.</li> </ul> <p>3.3 describe how common lifting operation faults and problems can be identified.</p> <p>3.4 explain methods that can be used to assess potential faults and problems during lifting operations.</p> <p>3.5 explain techniques and methods that allows for identified faults and problems, and appropriate corrective suggestions to be made and communicated to relevant people.</p> <p>3.6 explain the processes that allows for agreed corrective actions for non-conforming plant equipment and machinery to be applied.</p> <p>3.7 outline the types of corrective actions that could be</p>			

	applied to non-conforming plant, equipment or machinery and to typical lifting operations relevant to the occupational area or sector.			
4 Conduct pre-work checks to meet statutory requirements, official guidance and maintains safe working methods and practices.	<p>4.1 carry out at least two of the following checks during preparation work for lifting operations:</p> <ul style="list-style-type: none"> <li>– for condition</li> <li>– for fit for purpose</li> <li>– on health and safety</li> <li>– on environmental</li> <li>– on people.</li> </ul> <p>4.2 establish safe working methods and compliance with statutory requirements and official guidance whilst carrying out pre-work checks.</p> <p>4.3 explain procedures that can apply to the carrying out of pre-work checks and ways that checks can be recorded.</p> <p>4.4 give reasons why pre-work checks should be made for lifting operations and explain possible consequences should this not be carried out.</p> <p>4.5 describe different ways that of work information and work methods can be communicated to team members.</p>			
5 Keep accurate records of work progress checks, faults, problems and quantities involved.	<p>5.1 implement recording systems, following organisational procedures, which identify work progress checks, faults, problems and quantities involved.</p> <p>5.2 explain the methods that can be used to keep accurate records of work progress on lifting operations which can detail faults and problems, and quantities of resources used.</p> <p>5.3 give reasons why accurate records should be kept.</p>			
6 Conduct post-work checks to ensure completion of the work method/lift plan data.	<p>6.1 observe and/or inspections lifting operations during and on completion of work activities.</p> <p>6.2 compare inspection/observation findings of completed</p>			



	<p>lifting operations against given lift plan data and criteria to ensure that all operations are completed and resources removed.</p> <p>6.3 explain methods and techniques of conducting and recording post-work checks on relevant types of lifting operations.</p> <p>6.4 give reasons why post-work checks should be carried out and the consequences should checks not be carried out adequately.</p>			
<p>7 Identify, assess and maintain the necessary resources for lifting operations activities.</p>	<p>7.1 identify, select and/or acquire and maintain at least three of the following resources:</p> <ul style="list-style-type: none"> <li>– people</li> <li>– plant, equipment or machinery</li> <li>– materials and components</li> <li>– sub-contractors</li> <li>– work and facilities</li> <li>– waste management</li> <li>– utility providers.</li> </ul> <p>7.2 explain different ways that necessary resources for lifting operations, relevant to the occupational area or sector, can be identified.</p> <p>7.3 explain how resources can be assessed for quality, and how to maintain necessary resources for typical lifting operations.</p>			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

Date:

*(if sampled)*

## **Unit 3: Maintaining systems for health, safety, welfare and environmental protection in the workplace**

**Unit reference number:** H/600/7486

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining systems for health, safety, welfare and environmental protection in the workplace within the relevant sector of industry.

### **Assessment Requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of maintaining systems for health, safety, welfare and environmental protection to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment recording

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Encourage a culture of health, safety, welfare and environmental awareness.	1.1 develop initiatives which encourage a health, safety, welfare culture and consideration for the environment. 1.2 explain the various methods that can encourage a culture of health, safety, welfare and consideration for the environment.			
2 Identify and recommend opportunities for improving health, safety and welfare for people on site or for specific operations.	2.1 make recommendations following reviews that could improve health, safety or welfare on site or for specific operations. 2.2 explain how to identify opportunities that will improve health, safety and welfare for people on site or for specific operations. 2.3 describe the various methods to recommend improvements to health, safety and welfare systems.			
3 Ensure the workforce and visitors to the site or specific operations are inducted and check the competence of those they are responsible for.	3.1 implement a system of checks to ensure that the workforce and visitors are inducted. 3.2 explain the various methods of ensuring that the workforce and visitors to the site or specific operational area are inducted and give reasons why this is important. 3.3 carry out checks to ensure that workers they are responsible for are competent for the relative tasks. 3.4 explain the various methods of ensuring that workers they are responsible for are competent for the relative tasks and give reasons why this is important.			
4 Maintain accurate and appropriate statutory notices and	4.1 ensure relevant statutory notices and hazard warnings and clear, legible and concise.			

hazard warnings.	4.2 describe ways of maintaining statutory notices and hazard warnings.			
5 Ensure the serviceability of health, safety, welfare and environmental protection equipment and resources in order to comply with current legislation.	<p>5.1 carry out maintenance checks on at least five of the following health, safety, welfare and environmental protection equipment and resources:</p> <ul style="list-style-type: none"> <li>– protective equipment</li> <li>– protective clothing</li> <li>– first aid facilities and arrangements</li> <li>– welfare facilities</li> <li>– storage and security of materials and equipment</li> <li>– accident and incident reporting systems</li> <li>– fire fighting equipment</li> <li>– provision of health, safety and welfare.</li> </ul> <p>5.2 explain the various methods of conducting and recording maintenance checks on health, safety, welfare and environmental protection equipment and resources that meet the project, organisational and statutory requirements.</p>			
6 Implement systems which meet organisational and statutory requirements for the identification of hazards and reduction of risks; reporting accidents and emergencies and preventing recurrence.	<p>6.1 develop and action a system that identifies hazards and reduces risk.</p> <p>6.2 explain the various methods of implementing systems that meet organisational and statutory requirements and which identifies hazards and reduces risks.</p> <p>6.3 develop and action a system that reports accidents and emergencies and is able to prevent recurrence.</p> <p>6.4 explain the various methods of implementing systems that meets organisational and statutory requirements for reporting accidents and emergencies, and operates to prevent recurrence.</p> <p>6.5 give reasons for implementing an effective system to identify hazards, reduce risks and report accidents.</p>			

<p>7 Check health, safety, welfare and environmental protection systems regularly in accordance with organisational and statutory requirements.</p>	<p>7.1 conduct regular checks to ensure compliance with the following organisational and statutory requirements:  – construction specific health, safety, welfare and environmental legislation  – recognised industry codes of practice  – organisational procedures.  7.2 explain the methods of checking health, safety, welfare and environmental protection systems.  7.3 explain the methods of ensuring that health, safety, welfare and environmental protection complies with organisational and statutory requirements.</p>			
<p>8 Identify and report any special site or operational conditions which do not comply with organisational and statutory requirements.</p>	<p>8.1 review and evaluate sites or operations to identify special conditions and report conditions which do not comply with current legislation.  8.2 explain the methods of identifying and reporting special site conditions that do not meet organisational and statutory requirements.</p>			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

Date:

*(if sampled)*

## **Unit 4: Coordinating and organising the control of work in the workplace**

<b>Unit reference number:</b>	F/600/7494
<b>QCF level:</b>	3
<b>Credit value:</b>	12
<b>Guided learning hours:</b>	40

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in coordinating and organising the control of work in the workplace within the relevant sector of industry.

### **Assessment Requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of coordinating and organising the control of work to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.



## Assessment recording

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Assemble and review relevant information used in the preparation of project or operational plans and clarify unclear information.</p>	<p>1.1 assess and evaluate three of the following information sources for clarity when organising the control of work:</p> <ul style="list-style-type: none"> <li>– surveys and reports</li> <li>– design</li> <li>– contractual</li> <li>– statutory consents</li> <li>– contractor's pre-planning information</li> <li>– health, safety and environmental plans</li> <li>– risk assessments and method statements</li> <li>– programmes</li> <li>– lift plans</li> <li>– competent people</li> <li>– sub-contractor arrangements and attendance.</li> </ul> <p>1.2 describe different ways of procuring and assembling relevant information.</p> <p>1.3 explain possible methods that can establish whether information is sufficiently clear to coordinate work control.</p>			
<p>2 Communicate and agree programmes or operational plans, methods and attendance with the people doing the work.</p>	<p>2.1 liaise and communicate with those undertaking relevant work on a variety of projects or operations.</p> <p>2.2 gain approval with relevant people for programmes or operations, methods and attendance on specified projects.</p> <p>2.3 explain ways of agreeing and communicating work programmes or operations, methods and attendance details with those doing the work.</p> <p>2.4 describe ways of integrating construction or other</p>			

	working methods using programmes or operational plans that include methods and attendance.			
3 Plan and obtain sufficient resources and attendance of the appropriate type which meets project or operational requirements and timescales.	<p>3.1 procure at least three of the following resources when planning and obtaining resources to meet project or operational requirements and timescales:</p> <ul style="list-style-type: none"> <li>– people</li> <li>– plant, equipment or machinery</li> <li>– materials and components</li> <li>– sub-contractors</li> <li>– information</li> <li>– work area and facilities</li> <li>– waste management</li> <li>– utility providers</li> </ul> <p>3.2 explain the ways, factors and methods of planning and obtaining suitable resources and attendance to ensure project or operational timescales and requirements are met.</p> <p>3.3 describe the outcomes on projects or operations if sufficient resources are not procured on time or are unsuitable.</p>			
4 Organise and control sites (or specific operational areas) and resources to establish safe and tidy sites/areas, creating a positive image of the organisation and project.	<p>4.1 implement and coordinate work areas, activities and resources on relevant projects or on specific operational areas that allow sites or operational areas to be safe and tidy.</p> <p>4.2 coordinate and improve site or specific operations to provide a positive image of projects and the relevant organisation.</p> <p>4.3 explain different methods of organising and controlling typical resources.</p> <p>4.4 explain how sites or work areas should be effectively controlled and organised to maintain and enhance site or</p>			

	<p>operational safety and tidiness.</p> <p>4.5 describe the factors and issues that must be taken into account to ensure sites or operational areas are safe and tidy for workers and other people.</p> <p>4.6 give reasons why project and organisational image is important and describe the possible effects of negative images on the company, project or operation.</p>			
<p>5 Organise work activities and implement work measures that take into account appropriate factors and influences.</p>	<p>5.1 coordinate work activities and maintain control whilst taking into account at least three of the following areas:</p> <ul style="list-style-type: none"> <li>– occupiers</li> <li>– near neighbours</li> <li>– public access</li> <li>– site conditions</li> <li>– environmental considerations</li> <li>– vehicular access (including air and waterborne craft)</li> <li>– security and trespass</li> <li>– public utilities</li> <li>– heritage status.</li> </ul> <p>5.2 describe how to organise work activities that take into account relevant internal and external factors and influences.</p> <p>5.3 outline the measures that need to be taken into account to deal with internal and external factors and influences and explain the outcomes and implications if this is not undertaken effectively.</p>			

Learner name:

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*(if sampled)*

## **Unit 5: Allocating and monitoring the use of plant, equipment or machinery in the workplace**

**Unit reference number:** Y/600/7498

**QCF level:** 3

**Credit value:** 9

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in allocating and monitoring the use of plant, equipment or machinery in the workplace within the relevant sector of industry.

### **Assessment Requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of allocating and monitoring the use of plant, equipment or machinery to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment recording

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Produce clear requests for plant, equipment or machinery which meets the needs of projects or operations.</p>	<p>1.1 request at least four of the following types of plant, equipment or machinery as specified by plans or programme requirements:</p> <ul style="list-style-type: none"> <li>– static</li> <li>– mobile</li> <li>– accessories</li> <li>– consumables</li> <li>– health and safety equipment</li> <li>– specialised hand tools</li> <li>– standard plant, equipment or machinery</li> <li>– non-standard plant, equipment or machinery.</li> </ul> <p>1.2 describe the types, formats and methods of producing requests for plant, equipment or machinery that will meet the needs of projects.</p>			
<p>2 Ensure and record that plant, equipment or machinery meets operational and statutory requirements prior to use in the workplace and allocate to suitable operations.</p>	<p>2.1 carry out checks and confirm that relevant plant, equipment or machinery meets operational and statutory requirements.</p> <p>2.2 record, following organisational procedures, that plant, equipment or machinery meets operational and statutory requirements.</p> <p>2.3 identify the requirements for relevant operations and assign appropriate plant, equipment or machinery for use.</p> <p>2.4 explain the ways and methods of ensuring that plant, equipment or machinery meets operational and statutory requirements prior to use.</p>			



	<p>2.5 explain the factors that determine the allocation of plant, equipment or machinery for suitable operations.</p> <p>2.6 describe the different ways and formats for recording checks on the suitability of plant, equipment or machinery.</p>			
<p>3 Identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment.</p>	<p>3.1 implement actions that protect the public, workforce, visitors and the environment using at least three of the following measures:</p> <ul style="list-style-type: none"> <li>– methods of work</li> <li>– risk assessment</li> <li>– safe use and storage of tools</li> <li>– safe use and storage of materials</li> <li>– traffic controlling (including air and waterborne craft)</li> <li>– emergency plans.</li> </ul> <p>3.2 explain different ways of identifying hazards and assessing risks from plant, equipment or machinery operations.</p> <p>3.3 describe methods of implementing measures that protect all people and the environment affected by on-site plant, equipment or machinery operations.</p> <p>3.4 outline who may be affected by plant, equipment or machinery operations relevant to typical projects.</p>			
<p>4 Keep records of the use of plant, equipment or machinery.</p>	<p>4.1 complete and maintain records of plant, equipment or machinery use, which follow organisational requirements.</p> <p>4.2 describe the types and ways of keeping records of plant, equipment or machinery operations.</p> <p>4.3 give reasons for the need to keep records on plant, equipment or machinery use.</p>			
<p>5 Recommend alternative types of plant or equipment to decision makers where existing plant,</p>	<p>5.1 examine and analyse plant, equipment or machinery use and identify alternative types that will be suitable for the intended work.</p>			

<p>machinery or equipment is deemed unsuitable for allocated operations.</p>	<p>5.2 provide suggestions to decision makers/responsible people for alternative types of plant, equipment or machinery.</p> <p>5.3 explain the factors that determine when plant, equipment or machinery is unsuitable for intended operations and how to identify unsuitability.</p> <p>5.4 describe methods and processes that can identify alternative plant, equipment or machinery for specific operations.</p> <p>5.5 describe the ways of recommending alternative plant, equipment or machinery to decision makers/people responsible.</p>			
<p>6 Issue instructions for the use of plant, equipment or machinery to operators and others directly involved.</p>	<p>6.1 provide guidance to plant, equipment or machinery operators, and those directly involved with the operation, that follow statutory and manufacturer's requirements.</p> <p>6.2 explain the formats, methods and timescales of issuing instructions and guidance to plant, equipment or machinery operators, and other directly involved.</p>			
<p>7 Check and confirm that operators of plant, equipment or machinery are trained, certificated and authorised for the relevant type, and monitor for safe working.</p>	<p>7.1 establish that operators of plant, equipment or machinery are able and authorised for the relevant types and operations.</p> <p>7.2 check relevant plant operation activities to ensure they meet statutory and manufacturer's requirements.</p> <p>7.3 explain the methods and organisational procedures of checking and confirming abilities and authorisation of plant, equipment or machinery operators.</p> <p>7.4 give reasons why plant, equipment or machinery operations should be monitored and describe effective methods on how this can be done.</p>			
<p>8 Ensure the appropriate storage, servicing and</p>	<p>8.1 arrange the storage, servicing and maintenance of plant, equipment or machinery.</p>			

<p>maintenance of plant, equipment or machinery meets operational and statutory requirements</p>	<p>8.2 carry out checks to ensure the storage, serviceability and maintenance of plant, equipment or machinery meet at least three of the following operational or statutory requirements:</p> <ul style="list-style-type: none"> <li>– health, safety and welfare of the workforce and others</li> <li>– operational efficiency</li> <li>– security of resources</li> <li>– obligations to third parties</li> <li>– regulatory authorities</li> <li>– contractual commitments.</li> </ul> <p>8.3 explains different ways of ensuring, and why it is important, that plant, equipment or machinery is stored, serviced and maintained in accordance with operational and statutory requirements.</p>			
<p>9 Inform decision makers/ people responsible when plant, equipment or machinery is no longer required.</p>	<p>9.1 establish that relevant plant, equipment or machinery has completed the intended work and is no longer required.</p> <p>9.2 notify decision makers/people responsible in writing that plant, equipment or machinery work has been completed.</p> <p>9.3 describe the methods and techniques for informing decision makers/people responsible when plant, equipment or machinery is no longer required.</p> <p>9.4 explain why decision makers/people responsible need to be informed that plant, equipment or machinery is no longer required.</p>			

Learner name:

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*(if sampled)*

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## **Unit 6: Maintaining the dimensional accuracy of work in the workplace**

**Unit reference number:** D/600/7521

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 30

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining the dimensional accuracy of work in the workplace within the relevant sector of industry.

### **Assessment Requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of maintaining the dimensional accuracy of work to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment recording

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Ensure the workforce is provided with sufficient clear and accurate information to enable them to position, align and/or level the work or loads.</p>	<p>1.1 establish and inform relevant workers of specific dimensional information on at least four of the following:</p> <ul style="list-style-type: none"> <li>– lines (can include the placing of loads)</li> <li>– levels (can include load levels)</li> <li>– angles (can include lifting accessory angles)</li> <li>– distances</li> <li>– curves</li> <li>– positions</li> <li>– setting out points</li> <li>– loads</li> <li>– centres of gravity.</li> </ul> <p>1.2 explain methods and techniques of providing clear and accurate information on dimensional controls.</p> <p>1.3 describe how to ensure that dimensional information is sufficient.</p> <p>1.4 give reasons why it is important to provide clear information and implications for typical projects or operations if this is not done.</p>			
<p>2 Observe and check dimensional controls and record results to meet quality standards.</p>	<p>2.1 undertake and conduct checks on work being carried out and compare to the quality standards provided for projects or operations.</p> <p>2.2 describe different ways of observing and checking dimensional controls on different projects or operations.</p> <p>2.3 explain methods to record results and ways of comparing results against given quality standards.</p>			

<p>3 Identify any deviations in positions, alignments or levels and take measures to promptly correct them.</p>	<p>3.1 establish any deviations from given standards for at least one of the following:  – transfer of lines and levels  – use of incorrect lines and levels  – calculations  – given information.  3.2 undertake actions to rectify identified deviations on work being undertaken.  3.3 explain methods and techniques of identifying deviations in dimensional control on typical projects or operations.  3.4 give examples of and methods to correct dimensional deviations found on typical projects or operations.</p>			
<p>4 Recommend revised work practices and procedures to minimise deviations and to allow for different circumstances and conditions.</p>	<p>4.1 suggest revisions to work practices and procedures after considering at least one of the following circumstances and conditions:  – environmental  – unforeseen  – planned.  4.2 explain the methods and procedures that can be used to revise work practices.  4.3 describe different ways and techniques of recommending revised procedures for work practices.  4.4 give reasons why work procedures should be revised when deviation are found.</p>			



Learner name:

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*(if sampled)*

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## **Unit 7: Co-ordinating preparation work for site or lifting operations in the workplace**

**Unit reference number:** H/600/7536

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 20

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in co-ordinating preparation work for site or lifting operations in the workplace within the relevant sector of industry.

### **Assessment Requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of co-ordinating preparation work for site or lifting operations to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment recording

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Identify and use relevant information used to prepare the project or lift plans, clarify any unclear information and update for production or operational planning purposes.</p>	<p>1.1 interpret and apply, for production or operational planning purposes, at least four of the following sources of information used in preparing project or lift plans:</p> <ul style="list-style-type: none"> <li>– survey reports</li> <li>– design documents</li> <li>– contractual documents</li> <li>– statutory consents</li> <li>– contractor’s pre-planning information</li> <li>– health, safety and environmental plans</li> <li>– risk assessments and/or method statements</li> <li>– programmes</li> <li>– records about the competence of people</li> <li>– sub-contractor arrangements and attendance</li> <li>– safe systems of work.</li> </ul> <p>1.2 seek clarification about unclear information and update project or lift plans as necessary to allow efficient production.</p> <p>1.3 explain ways of identifying and using relevant information relevant to production or operational planning.</p> <p>1.4 explain the possible methods and techniques for clarifying planning information that is not clear.</p> <p>1.5 give reasons why information for production or operational planning should be updated, and describe ways that this can be done.</p>			
<p>2 Identify factors which may</p>	<p>2.1 investigate at least three of the following factors to</p>			

<p>affect proposed works or operations, describe and summarise accurately and pass onto people who may be affected.</p>	<p>identify whether they can affect proposed works or operations:</p> <ul style="list-style-type: none"> <li>– occupiers</li> <li>– near neighbours</li> <li>– public access</li> <li>– site conditions</li> <li>– environmental considerations</li> <li>– vehicular access</li> <li>– security and trespass</li> <li>– public utilities</li> <li>– heritage status.</li> </ul> <p>2.2 inform people who may be affected, issues that are affecting work or operational programmes using a summarised method.</p> <p>2.3 explain the methods and techniques of identifying factors that may affect work or operational programmes.</p> <p>2.4 describe ways of accurately describing, summarising and communicating factors about the proposed works or operations to people who may be affected.</p> <p>2.5 explain the consequences should factors that affect work or operational programmes not be described or summarised accurately.</p>			
<p>3 Confirm access points for sites and works or operations which are safe and include works traffic and pedestrian segregation and minimise disruption.</p>	<p>3.1 carry out consultations and identify safe access points and segregation areas for work's traffic and pedestrians for works or operations.</p> <p>3.2 agree and confirm safe access and segregation points for works traffic and pedestrians that will maintain safety and minimise disruption for projects or operations.</p> <p>3.3 explain different ways of identifying and establishing safe access points for works traffic and pedestrians for various projects or operations.</p>			

	<p>3.4 explain methods of confirming and agreeing works traffic and pedestrian access and segregation points for various projects or operations.</p> <p>3.5 give reasons for segregating works traffic and pedestrians and explain why disruption must be minimised for various types of projects or operations.</p>			
4 Confirm arrangements for adequate site safety, welfare and security before work or operations start, and whilst working on site.	<p>4.1 conduct checks and confirm arrangements for site safety, welfare and security before work starts.</p> <p>4.2 conduct checks and confirm arrangements for site safety, welfare and security during work.</p> <p>4.3 explain the different methods and techniques for confirming arrangements for site safety, welfare and security before work starts and whilst working on site.</p>			
5 Confirm available resources for projects or operations before work starts.	<p>5.1 carry out checks and verify at least four of the following are correct and available for relevant projects or operations:</p> <ul style="list-style-type: none"> <li>– people</li> <li>– plant, equipment or machinery</li> <li>– materials and components</li> <li>– sub-contractors</li> <li>– information</li> <li>– work area and facilities</li> <li>– waste management</li> <li>– utility providers.</li> </ul> <p>5.2 explain the methods that can confirm that resources are available and correct for projects or operations.</p>			
6 Implement the site or work area layout for operational purposes and pass on information about the plans to the people who will be working	<p>6.1 establish the layout of sites or work areas to effect operations and consider at least four of the following:</p> <ul style="list-style-type: none"> <li>– storage</li> <li>– temporary accommodation</li> <li>– work areas</li> </ul>			

onsite.	<ul style="list-style-type: none"> <li>– plant</li> <li>– temporary services</li> <li>– access and egress</li> <li>– security</li> <li>– continuing use of occupiers</li> <li>– waste management</li> <li>– pollution control</li> <li>– provision for pre-fabricated components and systems</li> <li>– existing fabric.</li> </ul> <p>6.2 communicate information about site or working area lay out plans to people who will be working on site or on operations.</p> <p>6.3 explain ways of implementing site or working area layouts for operational purposes.</p> <p>6.4 explain different ways of communicating site or working area plan information to those working on the site or on operations.</p>			
7 Implement the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised.	<p>7.1 implement systems that allow the safe and efficient storage and use of materials and components.</p> <p>7.2 ensure that materials and components are handled and moved safely and efficiently, and that wastage is minimised.</p> <p>7.3 explain possible methods and procedures for implementing effective storage areas and facilities for material supplies to be effective for various types of projects or operations.</p> <p>7.4 describe how to minimise material and component handling, movement and wastage.</p>			
8 Place and maintain notices which provide accurate information about the works or	<p>8.1 position accurate notices about the work or operations that conform to statutory and site requirements.</p> <p>8.2 maintain placed notices whilst ensuring that they are</p>			

operations and which conform to statutory and site requirements.	<p>relevant to ongoing work programmes or operations.</p> <p>8.3 describe placing positions for an applicable range of notices relevant to typical projects or operations.</p> <p>8.4 explain methods that ensure relevant notices conform to statutory and site or operational requirements.</p> <p>8.5 explain different ways of maintaining notices and possible outcomes should notices not be maintained regularly.</p>			
9 Ensure notice has been given to all people who will be affected by the work or operation, about when it starts, for how long it will take and when it finishes.	<p>9.1 inform people affected by project works or operations about when works or operations start, expected durations and planned finishing or completions dates.</p> <p>9.2 explain methods and techniques on informing relevant people about time scales of the works.</p>			

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## **Unit 8: Allocating work and checking people's performance in the workplace**

**Unit reference number:** D/600/7552

**QCF level:** 5

**Credit value:** 9

**Guided learning hours:** 20

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in allocating work and checking people's performance in the workplace within the relevant sector of industry.

### **Assessment Requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of allocating work and checking people's performance to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment recording

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Confirm the programme or operations and schedules, identify priorities and critical activities, and plan how the work will be undertaken	1.1 identify and evaluate the priorities and critical activities in programmes or operations and schedules, and devise a plan on how the work will be undertaken. 1.2 explain how to identify priorities and critical activities. 1.3 explain methods of confirming programmes or operations and schedules. 1.4 describe how the planning of work can be undertaken.			
2 Allocate work to team members, taking into account their current circumstances, and brief them on the quality standards or level expected.	2.1 evaluate and assign work to team members and carry out briefings taking into account their: <ul style="list-style-type: none"> <li>– skills</li> <li>– knowledge</li> <li>– experience</li> <li>– workload.</li> </ul> 2.2 describe how to allocate work fairly to team members whilst taking into account their current circumstances. 2.3 explain the methods and techniques on briefing team members about quality standards or levels expected.			
3 Monitor the progress and quality of the work and provide prompt and constructive feedback.	3.1 carry out checks on the progress and quality of work being undertaken against programmes or operations and schedules. 3.2 carry out checks on the quality of work being undertaken against quality standards. 3.3 explain methods of checking the progress of work against programmes or operations, schedules and the work against quality standards.			

	3.4 provide feedback to team members on the progress of work and standards of quality.			
4 Motivate team members to complete the work they have been allocated and provide, where requested and possible, any additional support and/or resources.	4.1 review and supply additional support and/or resources where requested by team members. 4.2 explain the different ways of motivating team members to complete the allocated work. 4.3 explain ways of providing additional support to team members and ways of getting feedback on additional support from team members.			
5 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.	5.1 evaluate poor or unacceptable performance for given work activities. 5.2 implement methods that can improve performance of team members. 5.3 describe the various methods of identifying poor or unacceptable performance. 5.4 explain ways of discussing the causes of poor performance with team members and how to get agreement on ways of improving performance.			
6 Recognise successful completion of significant pieces of work or work activities by team/team members, and advise responsible people.	6.1 demonstrate ways of recognising success and praising team members on successful completion of work. 6.2 advise responsible people on successful completion of work. 6.3 describe ways of recognising completion of significant pieces of work or work activities. 6.4 explain effective methods of advising responsible people of the team/team member's successes.			

Learner name:

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*(if sampled)*

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## Further information

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Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

CITB-ConstructionSkills

Bircham Newton

King's Lynn

Norfolk

PE31 6RH

Telephone: 01485 577577

Fax: 01485 577793

Email: [call.centre@cskills.org](mailto:call.centre@cskills.org)

# Professional development and training

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Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

## Annexe A: Progression pathways

The Edexcel qualification framework for the Construction and the Built Environment sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					
6					Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
5			Edexcel BTEC Level 5 HN Diploma in Construction		Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
4			Edexcel BTEC Level 4 HN Certificate in Construction		Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
3		Edexcel Level 3 Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma Extended Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment	Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
2		Edexcel Level 2 Diploma in Construction and the	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in	Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>



Level	General qualifications		Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
			Built Environment	Construction	Construction and the Built Environment (Craft) and Construction and the Built Environment (Technician)	
1			Edexcel Level 1 Diploma in Construction and the Built Environment	Edexcel BTEC Level 1 Award, Certificate, Diploma in Construction (QCF)	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate in Construction and the Built Environment	Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a>
Entry				Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF)		

## Annexe B: Quality assurance

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### Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

### Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe C: Centre certification and registration

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Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVOs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

### What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details.  
[www.edexcel.com](http://www.edexcel.com).

## Annexe D: Additional Requirements for Qualifications that use the title NVQ within the QCF

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## Purpose of document

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
3. The aims of these additional requirements are to
  - ensure that all competence based qualifications that use the title NVQ within the QCF are
    - assessed consistently
    - quality assured consistently
  - maintain the integrity of qualifications that use the title NVQ within the QCF
  - establish the NVQ brand within the QCF
  - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

## Background

4. <sup>1</sup> “At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.
5. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
6. Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
7. The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
8. When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
9. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

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<sup>1</sup> NCVQ's NVQ Criteria and Guidance 1995.

# Additional requirements for qualifications that use the title NVQ within the QCF

## Introduction

10. Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

## Assessment Requirements

11. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
12. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
13. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
14. When a learner cannot complete a real work activity, simulation is allowed.
15. Simulation is allowed when
  - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
  - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
  - the safety of a learner, other individuals and/or resources will be put at risk.
16. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
17. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.
18. Learners must be assessed by assessors
  - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification



- <sup>2</sup>who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
  - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
19. All assessors must carry out assessment to the standards specified in the A units.
  20. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
  21. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

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<sup>2</sup> Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.  
N025056– Specification – Edexcel Level 3 NVQ Diploma in Controlling Lifting Operations - Supervising Lifts (Construction) (QCF) – Draft 1 – August 2010 © Edexcel Limited 2010

## Quality assurance requirements

22. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
23. Qualifications that use the title NVQ within the QCF, must be verified
- internally by an internal verifier, who is accountable to the assessment centre
  - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
24. With reference to internal verification, internal verifiers must
- <sup>3</sup>hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
  - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
  - be fully conversant with the standards and assessment criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems and requirements for this qualification.
25. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
26. With reference to external verification, external verifiers must
- <sup>4</sup>hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
  - have no connections with the assessment centre, in order to maintain objectivity
  - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
  - be fully conversant with the standards and performance criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems for this qualification.
27. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

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<sup>3</sup> Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

<sup>4</sup> Currently an external verifier needs to hold unit V2. Or from the past unit D35.

28. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on
- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
  - an evaluation of the centre's performance and past record.
29. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Pre-publication

## Annexe E: Assessment Requirements/strategy

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The Assessment Strategy is being updated by ConstructionSkills. The updated version will appear in the final version of this document. Meanwhile, the current Assessment Strategy may be found on the Edexcel website.

Pre-publication

Pre-publication

Ofqual  
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Llywodraeth Cynulliad Cymru  
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