

Specification

Edexcel
NVQ/competence-based

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

First registration October 2011

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PRE-PUBLICATION

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction) (QCF)

| Qualification title | Qualification Number (QN) | Accreditation start date |
|--|---------------------------|--------------------------|
| Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction) (QCF) | 600/3259/5 | 01/10/11 |

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 Section 96 of the Learning and Skills Act 2000.

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

You should use the QCF Qualification Number (QN), 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 learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Key features of the Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction) (QCF)

This qualification:

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

The Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction) (QCF) has been approved as a component for the ConstructionSkills Apprenticeship framework.

What is the purpose of this qualification?

This qualification will enable learners to demonstrate competence in the area of lifting operations in the construction and the built environment sector. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

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 qualification.

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 is the potential job role for those working towards this qualification?

- Construction operative

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

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

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations - Slinger/Signaller (Construction) (QCF) ?

Individual units can be found in the *Units* section.

To achieve the Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction) (QCF) learners must complete all 4 mandatory units in Group A to achieve a total of 43 credits.

Learners can also choose to take the additional unit from Group B. Credit for this will be noted on the learner's certificate, but it will not count as part of the qualification.

| | Units | Level | Credit | GLH |
|--------|--|--------------|---------------|------------|
| | A – mandatory units | | | |
| | <i>Credit value required: minimum 43.</i> | | | |
| Unit 1 | F/600/7138 – Conforming to General Safety in the Workplace | 1 | 2 | 7 |
| Unit 2 | F/601/1531 – Checking and Preparing Lifting Accessories to Carry Out Lifting Operations in the Workplace | 2 | 8 | 27 |
| Unit 3 | T/601/1543 – Attaching and Preparing Suspended Loads for Movement Using Lifting Accessories in the Workplace | 2 | 19 | 63 |
| Unit 4 | J/601/1546 – Guiding, Positioning and Placing Suspended Loads in the Workplace | 2 | 14 | 47 |
| | B – additional unit | | | |
| Unit 5 | J/600/7142 – Moving and Handling Resources in the Workplace | 2 | 5 | 17 |

How is the qualification graded and assessed?

The overall grade for the 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.

The qualifications are 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 have been included in *Annexe D*. They have 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:

| | |
|-------------------|---|
| 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. |

Types of evidence

To successfully achieve a unit, learners 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 examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- 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)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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. Alternatively, centres may develop their own.

Centre recognition and approval

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

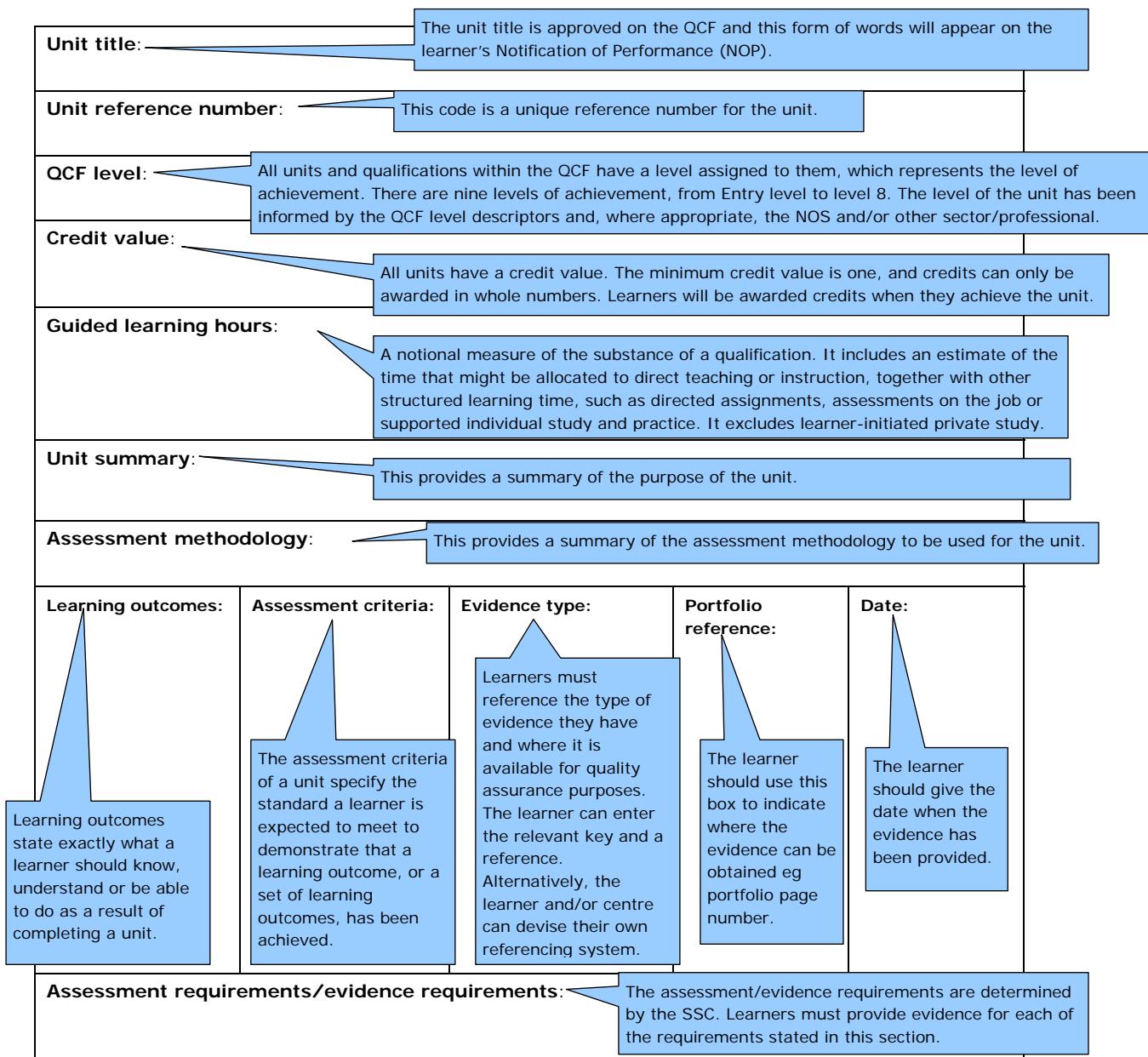
Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

This 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 D: 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.



Units

Unit 1: Conforming to General Safety in the Workplace

Unit reference number: F/600/7138

QCF level: 1

Credit value: 2

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.

Assessment methodology

This unit is assessed in the workplace. 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 Identify hazards associated with the workplace and record and report in accordance with organisational procedures | 1.1 Report and/or record hazards within the workplace and occupations at work 1.2 Describe typical hazards associated with the occupational area including noise, resources, environmental, substances and articles, obstructions, storage and work activities 1.3 State the methods used for reporting hazards in the workplace | | | |
| 2 Comply with all workplace safety legislation requirements | 2.1 Select and wear general personal protective equipment (PPE) in the work environment in accordance with legislation and organisational requirements 2.2 State when and why PPE should be used including protective helmets, ear protection, overalls, safety boots and high visibility clothing 2.3 Adhere with statutory requirements, safety notices and warning notices displayed within the workplace 2.4 Describe which types of safety notices are relevant to the occupational area | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Comply with and maintain all organisational security arrangements and approved procedures | <p>3.1 Maintain security of the workplace by following organisational procedures relating to:</p> <ul style="list-style-type: none"> – during the working day – on completion of the day's work – unauthorised personnel (other operatives and the general public) – theft <p>3.2 Explain how security procedures are implemented within the workplace</p> | | | |
| 4 Comply with all emergency procedures in accordance with organisational policy | <p>4.1 Follow organisational procedures for accidents and emergencies associated with the type of work being undertaken and the work environment</p> <p>4.2 State the types of fire extinguishers available and describe how and when they are used</p> | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

(if sampled)

Date: _____

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 of 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 conforming to general safety in the workplace to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criteria 4.1.

Unit 2:**Checking and Preparing Lifting Accessories to Carry Out Lifting Operations in the Workplace**

Unit reference number: F/601/1531

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in checking and preparing lifting accessories to carry out lifting operations in the workplace within the relevant sector of industry.

Assessment methodology

This unit is assessed in the workplace. 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 Interpret the given information relating to the work and resources when checking and preparing lifting accessories for lifting operations</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules, method statements, risk assessments, technical and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, risk assessments, method statements, technical and manufacturers' information and regulations governing the preparation and setting up of lifting accessories | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Organise the sequence and operation for checking and preparing lifting accessories | <p>2.1 Organise the checking and preparation work according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate the sequence and operation with team members and/or other associated occupations when checking and preparing lifting accessories for relevant lifting operations</p> | | | |
| 3 Know how to comply with relevant legislation and official guidance when checking and preparing lifting accessories for lifting operations | <p>3.1 Describe their responsibilities under current legislation, approved codes of practice and official guidance while working:</p> <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with materials and substances, with tools and equipment, and by manual handling and mechanical lifting <p>3.2 Describe the organisation security procedure for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p> | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|--------------------------|--|--|----------------------|----------------------------|-------------|
| 4 | Maintain safe working practices when checking and preparing lifting accessories for lifting operations | <p>4.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when checking and preparing lifting accessories</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to preparing lifting accessories, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|--------------------------|---|--|----------------------|----------------------------|-------------|
| 5 | Request and select the required quantity and quality of resources to check and prepare lifting accessories for lifting operations | <p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, in relation to:</p> <ul style="list-style-type: none"> – lifting accessories (including wire rope, chain, fabric, web hooks, shackles, beams, clamps and other specialist equipment) – hand tools and ancillary equipment <p>5.2 Request and select resources associated with own work in relation to materials, consumables, attachments, accessories and ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight/bearing pressure, quantity, length and area, and identification of centres of gravity associated with the method/procedure to prepare and set up lifting accessories for lifting operations</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Minimise the risk of damage to the work and surrounding area when checking and preparing lifting accessories for lifting operations | <p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p> | | | |
| 7 Complete the work within the allocated time when checking and preparing lifting accessories for lifting operations | <p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 check and prepare lifting accessories to carry out lifting operations to the required specification | <p>8.1 Demonstrate the following work skills when preparing lifting accessories for lifting operations:</p> <ul style="list-style-type: none"> – fitting, checking, setting up, adjusting, securing, inspecting, confirming and removing <p>8.2 Check, prepare and set up a range of lifting accessories to given working instructions to allow</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>various lifting operations to be carried out</p> <p>8.3 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 characteristics of lifting equipment and accessories – complete pre-use checks – select ancillary equipment – prepare, set up and adjust for relevant lifting operations – fit and remove ancillary equipment – dismantle and store lifting accessories – use tools, ancillary equipment and accessories <p>8.4 Safely use and store hand tools, ancillary equipment and lifting accessories</p> <p>8.5 State the needs of other occupations and how to communicate within a team when checking and preparing lifting accessories for lifting operations</p> <p>8.6 Describe how to maintain the tools, lifting accessories and equipment used when preparing lifting accessories for the lifting operation</p> <p>8.7 List typical faults that could be found when checking relevant lifting accessories and describe procedures that should be followed to remove them from service</p> | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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 of 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 preparing lifting accessories for operational performance to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 3:**Attaching and Preparing
Suspended Loads for Movement
Using Lifting Accessories in the
Workplace**

Unit reference number: T/601/1543

QCF level: 2

Credit value: 19

Guided learning hours: 63

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.

Assessment methodology

This unit is assessed in the workplace. 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 Interpret the given information relating to the work and resources when attaching and preparing suspended loads for movement</p> | <p>1.1 Interpret and extract information from drawings, specifications, schedules, method statements, risk assessments, technical and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, risk assessments, method statements, technical and manufacturers' information and regulations governing the attaching and preparing of suspended loads | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Know how to comply with relevant legislation and official guidance when attaching and preparing suspended loads for movement | <p>2.1 Describe their responsibilities under current legislation and official guidance while working:</p> <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 <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports</p> | | | |
| 3 Maintain safe working practices when attaching and preparing suspended loads for movement | <p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when attaching and preparing suspended loads for movement</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to attaching and preparing suspended loads for movement, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Select the required quantity and quality of resources for the methods of work to attach and prepare suspended loads for movement | <p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, in relation to:</p> <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 <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment and lifting accessories</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Calculate weight and/or bearing pressure, quantity, length and area, and identify centres of gravity relevant to attaching and preparing suspended loads</p> <p>4.6 Describe how to calculate weight and/or bearing pressure, quantity, length and area associated with the method/procedure to attach and prepare suspended loads for movement</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 5 Minimise the risk of damage to the work and surrounding area when attaching and preparing suspended loads for movement | <p>5.1 Protect the work and its surrounding area from damage</p> <p>5.2 Minimise damage and maintain a clean work space</p> <p>5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>5.4 State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p> | | | |
| 6 Complete the work within the allocated time when attaching and preparing suspended loads for movement | <p>6.1 Demonstrate completion of the work within the allocated time</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 |
|---|--|---------------|---------------------|------|
| 7 Comply with the given contract information to attach and prepare suspended loads for movement using lifting accessories to the required specification | <p>7.1 Demonstrate the following work skills when attaching and preparing suspended loads for movement:</p> <ul style="list-style-type: none"> – measuring, gauging, calculating, selecting, fitting, configuring, testing, balancing, adjusting, securing, positioning and removing <p>7.2 Attach, prepare and secure suspended loads for movement, using a range of lifting accessories and/or with a range of lifting equipment and/or cranes to given working instructions</p> <p>7.3 Attach three of the following types of loads to a crane hook using appropriate load securing methods and lifting accessories:</p> <ul style="list-style-type: none"> – balanced – unbalanced – loose/netted – bundled – containerised – drum-type <p>7.4 Remove lifting accessories from a range of loads on completion of movement and leave loads in a safe situation</p> <p>7.5 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 characteristics of the load | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>appropriate to the lifting operation</p> <ul style="list-style-type: none"> – determine the method for attaching and securing – select and use suitable lifting accessories – attach and prepare suspended loads for movement – confirm balance, stability and correct weight distribution – remove and store lifting accessories on completion of the lifting operation – use hand tools and equipment – work at height <p>7.6 Safely use and store hand tools, ancillary equipment and a range of lifting accessories</p> <p>7.7 State the needs of other occupations and how to communicate within a team when attaching and preparing suspended loads for movement</p> <p>7.8 Describe how to maintain the tools, equipment and lifting accessories used to attach suspended loads for movement</p> | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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 of 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 attaching and preparing suspended loads for movement to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 4:**Guiding, Positioning and Placing
Suspended Loads in the
Workplace**

Unit reference number: J/601/1546

QCF level: 2

Credit value: 14

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.

Assessment methodology

This unit is assessed in the workplace. 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 Interpret the given information relating to the work and resources when guiding, positioning and placing suspended loads | <p>1.1 Interpret and extract information from drawings, specifications, schedules, method statements and risk assessments</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, technical and manufacturers' information and regulations governing the guiding and placing of suspended loads | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Organise the sequence and operation for guiding, positioning and placing suspended loads | <p>2.1 Organise the guiding, positioning and placing of suspended loads according to given information or instructions</p> <p>2.2 Describe how to communicate ideas between team members</p> <p>2.3 Organise and communicate the sequence and operation with team members and/or other associated occupations when guiding and placing suspended loads</p> <p>2.4 State how to organise appropriate resources prior to directing and guiding suspended loads</p> | | | |
| 3 Know how to comply with relevant legislation and official guidance when guiding, positioning and placing suspended loads | <p>3.1 Describe their responsibilities under current legislation and official guidance while working:</p> <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 <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p> | | | |

| Learning outcomes | | Assessment criteria | Evidence type | Portfolio reference | Date |
|--------------------------|---|---|----------------------|----------------------------|-------------|
| 4 | Maintain safe working practices when guiding, positioning and placing suspended loads | <p>4.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when guiding, positioning and placing suspended loads</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to guiding, positioning and placing suspended loads, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> | | | |

| 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 | <p>5.1 Describe the characteristics, quality, uses, limitations and defects, and how they should be used correctly, associated with the resources in relation to:</p> <ul style="list-style-type: none"> – signalling and communication equipment – hand tools and ancillary equipment <p>5.2 Select resources associated with own work in relation to ancillary, signalling and/or communication equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and methods of work</p> <p>5.5 Describe how to calculate weight and/or bearing pressure, quantity, length and area associated with the method/procedure to guide, position and place suspended loads</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Minimise the risk of damage to the work and surrounding area when guiding, positioning and placing suspended loads | <p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance</p> | | | |
| 7 Complete the work within the allocated time when guiding, positioning and placing suspended loads | <p>7.1 Demonstrate completion of the work within the allocated time</p> <p>7.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <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 | <p>8.1 Demonstrate the following work skills when guiding and placing suspended loads:</p> <ul style="list-style-type: none"> – measuring, gauging, calculating, selecting, interpreting, judging, explaining, commanding, directing, informing, indicating, instructing, signing, moving, positioning, signalling, relaying and securing | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>8.2 Direct and guide a range of loads using at least one of the following methods:</p> <ul style="list-style-type: none"> – hand signals – hand signalling equipment – electronic communication equipment <p>8.3 Position and place a range of loads to given working instructions by guiding the movement of loads</p> <p>8.4 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"> – assess and determine the movement of loads – guide, position and place suspended loads – signal and communicate following recognised/agreed operational procedures – work at height <p>8.5 Safely use and store hand tools and ancillary, signalling or communication equipment</p> <p>8.6 State the needs of other occupations and how to communicate within a team when guiding and placing suspended loads</p> <p>8.7 Describe how to maintain the tools and equipment used when guiding and placing suspended loads</p> | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

(if sampled)

Date: _____

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 of 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 guiding, positioning and placing suspended loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Unit 5: Moving and Handling Resources in the Workplace

Unit reference number: J/600/7142

QCF level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

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

Assessment methodology

This unit is assessed in the workplace. 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 | Know how to comply with given information when moving and storing resources | <p>1.1 Describe their responsibilities under current legislation and official guidance while working:</p> <ul style="list-style-type: none"> – on site, below ground level, at height, with tools and equipment, with materials and substances and by manual handling and mechanical lifting <p>1.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>1.3 State what the accident reporting procedures are and who is responsible for making the reports</p> | | | |
| 2 | Maintain safe working practices when moving and handling resources | <p>2.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when moving and handling resources</p> <p>2.2 Explain why and when personal protective equipment (PPE) should be used, relating to moving and handling resources, and the types, purpose and limitations of each type</p> <p>2.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>2.4 State the types of fire extinguishers available and describe how and when they are used</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Select the resources to be stored and ensure they conform to the given information | <p>3.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – materials, components, fixings, fittings and ancillary items – hand and/or powered tools and equipment – internally or externally supplied <p>3.2 Select the resources to be moved and/or stored for own work and that of the team, in relation to materials, components, fixings, tools and equipment</p> <p>3.3 State how the resources should be handled and how problems associated with the resources are reported</p> <p>3.4 State why organisational procedures are developed and how they are used</p> <p>3.5 Outline potential hazards associated with the resources and method of work</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Comply with the given information to prevent damage to the product and surrounding environment when moving and handling resources | 4.1 Protect the product and the surrounding area from damage 4.2 Minimise damage and maintain a clean work space 4.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 4.4 Dispose of waste packaging in accordance with legislation 4.5 State why the disposal of waste should be carried out in relation to the work and how it is achieved | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Comply with the given product information to move and handle resources to the required guidance | <p>5.1 Demonstrate the following work skills when moving and handling resources:</p> <ul style="list-style-type: none"> – moving, positioning, securing and using lifting aids and kinetic lifting techniques <p>5.2 Handle and store occupational resources to meet product information and/or organisational requirements relating to at least three of the following:</p> <ul style="list-style-type: none"> – sheet material – loose material – bagged or wrapped material – fragile material – components – liquid material <p>5.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, for:</p> <ul style="list-style-type: none"> – manual handling and storage – maintenance of lifting aids <p>5.4 Safely use and store lifting aids and equipment</p> <p>5.5 State the needs of other occupations when moving and handling resources</p> | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

(if sampled)

Date: _____

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 of 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 moving and handling resources to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Further information

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

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

You can contact the Sector Skills Council (SSC) at:

ConstructionSkills
Head Office
Bircham Newton
Kings Lynn
Norfolk
PE31 6RH

Telephone: 0300 456 7490

Email: standards.qualifications@cskills.org

Website: www.cskills.org

Professional development and training

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). 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 |
|--------------|-------------------------------|---|--|---|--|
| 6 | | | | | Please go to www.edexcel.com/quals/NVQ-competence-based-qcf/cbe |
| 5 | | | Edexcel BTEC Level 5 HN Diploma in Construction (QCF) | | Please go to www.edexcel.com/quals/NVQ-competence-based-qcf/cbe |
| 4 | | | Edexcel BTEC Level 4 HN Certificate in Construction (QCF) | | Please go to www.edexcel.com/quals/NVQ-competence-based-qcf/cbe |
| 3 | | Edexcel Level 3 Diploma in Construction and the Built Environment | Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Construction and the Built Environment (QCF) | BTEC Level 3 Award in Construction and Built Environment (Specialist: Construction) (QCF) BTEC Level 3 Certificate in Construction and Built Environment (Specialist: Construction) (QCF) BTEC Level 3 Diploma in Construction and Built Environment (Specialist: Construction) (QCF) | Please go to www.edexcel.com/quals/NVQ-competence-based-qcf/cbe |

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications | BTEC specialist qualification/professional | NVQ/competence |
|--------------|-------------------------------|---|--|--|---|
| 2 | | Edexcel Level 2 Diploma in Construction and the Built Environment | Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Construction (QCF) | BTEC Level 2 Award in Construction and Built Environment (Specialist: Construction) (QCF) BTEC Level 2 Certificate in Construction and Built Environment (Specialist: Construction) (QCF) BTEC Level 2 Extended Certificate in Construction and Built Environment (Specialist: Construction) (QCF) | Please go to www.edexcel.com/quals/NVQ-competence-based-qcf/cbe |
| 1 | | Edexcel Level 1 Diploma in Construction and the Built Environment | Edexcel BTEC Level 1 Award, Certificate and Diploma in Construction (QCF) | Edexcel BTEC Level 1 Award, Certificate and Extended Certificate in Construction and the Built Environment (QCF) | Please go to www.edexcel.com/quals/NVQ-competence-based-qcf/cbe |
| Entry | | | Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF) | | |

Annexe B: Quality assurance

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 relating to 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 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 processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them 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, 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

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 NVQs 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 action
- 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 qualification 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 should be 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 Equality Act 2010 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).

Annexe D: Assessment requirements/strategy

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.

Introduction

This assessment strategy provides principles and guidance to awarding organisations so the assessment of units and qualifications with NVQ in the Qualifications and Credit Framework (QCF) title and SVQs is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, supervisory, technical, managerial and professional NVQ and SVQ units and qualifications. This assessment strategy is one of the strands of the ConstructionSkills' Construction Qualification Strategy.

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

This consolidated 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 a list of sub Appendixes relevant to specific NVQ or SVQ qualifications and units, these sub Appendixes contain additional information for awarding organisations where National Working Groups or Awarding Body Fora have identified the need for specific clarification. Clarification may be about the terminology of the content of the unit (ref. section 2.1), or specific occupational expertise requirements for assessors and verifiers (ref. section 4).

Awarding organisations must make this Assessment Strategy and the relevant Appendixes available to assessors, verifiers and candidates.

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 use of simulation
 - 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, of which the qualification regulators are members. Members will be expected to provide feedback on National Occupational Standards (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 Aspects to be assessed through performance in the workplace

- 2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).
- 2.2 Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:
 - questioning the candidate
 - recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
 - performance evidence.

2.3 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A suggests standard evidence notes for awarding organisations.

3 How simulated working conditions may be used to assess competence

3.1 Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:

- there are hazards
- it is difficult to distinguish individual performance in team situations
- circumstances occur infrequently or long term results are involved
- confidentiality is important
- there are organisational constraints.

3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. Appendix A suggests standard evidence notes for awarding organisations.

3.3 The ConstructionSkills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:

- tools, equipment and instruments
- materials
- types of contingencies
- standards and quality specifications
- real timescales
- quantities of work
- physical conditions
- relationships with people
- types of interaction
- communication methods and media
- information and data.

3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.

3.5 Where other Standard Setting Bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

4 Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that **assessors:**

4.1.1 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
- 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)

4.1.2 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

4.1.3 only assess in their acknowledged area of occupational competence

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

4.1.5 are prepared to participate in training activities for their continued professional development

4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

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 reviewed National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

4.2 Awarding organisations must ensure that **internal verifiers:**

4.2.1 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
- 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)

- 4.2.2 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
- 4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the NOS and this Assessment Strategy (this document)
- 4.2.4 are prepared to participate in training activities for their continued professional development
- 4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):
 - Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
 - SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
 - SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice

or hold one of the following

- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

Holders of V1/D34 must quality assure to the reviewed 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.

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

or one of the following

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

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

4.3.1 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
- 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)

4.3.2 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

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

4.3.4 are prepared to participate in training activities for their continued professional development

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment
- SVQ (SCQF level) in the External Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF) in Leading the External Quality Assurance of Assessment

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 reviewed 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:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment

- SVQ (SCQF level) Assessing Vocational Achievement 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:

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice
- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

4.4

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 Consolidated Assessment Strategy.

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 A

ConstructionSkills' standard evidence notes for awarding organisations

These guidance notes have been produced to ensure consistency in interpreting the principles set out in sections 2 and 3 of the ConstructionSkills Assessment Strategy. The notes should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment – craft, supervisory, technical, managerial and professional 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 from industry recognised industry education and training programme assessment, 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:

Either:

"Simulations are not considered to be acceptable for producing this evidence."

OR

"Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation, with appropriate: tools, equipment and instruments; materials; types of contingencies; standards and quality specifications; real timescales; quantities of work; physical conditions; relationship with people; type of interaction; communication methods and media; information and data."*

*[*include as appropriate]*

See also Appendix C: 'Guidance on the use of simulation' which also includes guidance on the acceptable use and characteristics of simulation within N/SVQs during the current economic climate.

Appendix B

The following is a list of the additional information Appendixes for awarding organisations where National Working Groups or Awarding Body Fora have identified the need for specific clarification for the units and qualifications with NVQ in the QCF title and SVQs.

| NVQs/SVQs | Appendix |
|--------------------------------|-----------------|
| Controlling Lifting Operations | B1 |
| Plant Operations | B2 |

Appendix B1

Additional Information to the Consolidated Assessment Strategy from the National Working Group for Controlling Lifting Operations

Part A: 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 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for the Controlling Lifting Operations units and qualifications with NVQ in the QCF title and SVQs.

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 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.

Part B: Clarification on standards (NOS) 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), however, use terminology particular to, or make reference to, the construction sector, limiting the scope of the standards.

Clarification of NOS terminology has been produced (Appendix B1, page ii), 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 terminology for planning and supervising lifting operations.

Clarification of NOS 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 VR 705 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. |

Appendix B2

Additional Information to the Consolidated Assessment Strategy from the Awarding Body Forum for Plant 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 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for Plant Operations units and qualifications with NVQ in the QCF title and SVQs.

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 for which they wish to assess. The awarding organisation must ensure that all assessors are competent on each endorsement for which they intend to assess in accordance with requirements of the qualification regulators' guidance for England, Northern Ireland, Scotland and Wales.

Supplementary guidance

In order to meet contractual and regulative requirements, many sectors of industry 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 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.

Appendix C

Guidance on the use of simulation

Introduction

National Occupational Standards (NOS) are developed by Sector Skills Councils (SSCs) and describe the level of occupational competence required of a particular job role. NOS are then used to build National and Scottish Vocational Qualifications (N/SVQs) that are competence based qualifications and demand assessment in a workplace environment.

Assessment of N/SVQs through simulation is indicated where the achievement of valid and reliable assessment calls for evidence of performance under workplace conditions, but where it will be difficult to assess through normal working practice. This will usually apply as a result of one or more of the following constraints:

- activities which are inherently hazardous and where mistakes made in carrying them out would pose unacceptable risks to the candidate, other people, animals or property (eg electricity and gas sectors, fire service etc)
- the costs incurred would be unacceptably high if mistakes were made during an activity and a candidate would therefore be required to 'prove' competence before progressing onto the actual work (eg handling rare or precious objects)
- situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (eg in some teamwork contexts)
- activities or situations which are sufficiently rare (eg where processes, such as a 'shut-down', may only occur on an annual basis)
- when the collection and/or review of evidence of workplace performance would intrude unacceptably on personal privacy or confidentiality, or would significantly alter the nature of an interaction or relationship (eg in some health care settings)
- a requirement to work with new techniques and/or work practices which may not be available in all workplaces.

Where permitted, simulation can take one or a combination of the two following forms:

- the candidate is presented with an activity to perform using equipment and/or in a location which replicates that found in the workplace
- the candidate is presented with a situation to which they must respond; taking and playing the role they would expect to play in the workplace.

It is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and National and Scottish Vocational Qualifications (N/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

Guidance on the acceptable use and characteristics of simulation within N/SVQs during the current economic climate

Due to the current economic climate and its impact on construction industry apprentices, ConstructionSkills as the SSC for construction has agreed that there can be some flexibility around the use of simulation when assessing construction craft NVQs. This is set out as follows and applies up until the end of December 2011.

In situations where a displaced or employed apprentice (this does not apply to full-time learners) will not be able to demonstrate evidence in the workplace within an acceptable time span, Awarding Bodies can arrange with their centres to apply the following principles:

- 1 Units cannot be assessed using simulation alone – there must be some supporting work-based evidence.
- 2 A centre's strategy for simulation must be examined and approved by the external verifier.
- 3 The location and environment of simulation must be agreed with the internal verifier prior to taking place, and must be checked by the internal verifier.
- 4 **The nature of the contingency and the physical environment must be realistic** and candidates should not be given any indication as to exactly what contingencies they may come across.
- 5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.
- 6 There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.
- 7 All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.
- 8 All simulation should involve the same personnel as would normally be included (eg bricklayer, supervisor, labourer etc) and also similar realistic facilities.
- 9 Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence which might include questioning; interviews with professional discussion; work projects; case studies; special assignments; self-testimony.

ConstructionSkills would strongly recommend that centres explore strategies with the candidate's employers for obtaining work-based evidence before considering the use of simulation. Examples might include using Group Training Associations, thereby carrying out real jobs within the college/training centre and/or involvement with community projects.

Group Training Association (GTA) is the government term for a training group which also shares apprentices. The GTA model is where a number of like minded employers come together to create a separate business entity, which sources appropriate training and delivers apprenticeships by providing work experience across the range of engaged businesses.

Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

For information please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

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