

Pearson Edexcel Level 4 NVQ Diploma in Controlling Lifting Operations – Supervising Lifts (Construction)

Specification

NVQ/Competence-based qualification

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Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 4 NVQ Diploma in Controlling Lifting Operations – Supervising Lifts (Construction)(QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 4 NVQ Diploma in Controlling Lifting Operations – Supervising Lifts (Construction) specification Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 8
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

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

NVQs/Competence-based qualifications are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs/Competence-based qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment and for those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

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

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

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

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

TQT and credit values are assigned after consultation with users of the qualifications.

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

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

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 4 NVQ Diploma in Controlling Lifting Operations - Supervising Lifts (Construction)
Qualification Number (QN)	601/4776/3
Regulation start date	06/10/2014
Operational start date	01/11/2014
Approved age ranges	16–18 18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	74
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	740
Guided learning hours	237
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website at: qualifications.pearson.com

3 Qualification rationale

Qualification objectives

The Pearson Edexcel Level 4 NVQ Diploma in Controlling Lifting Operations – Supervising Lifts (Construction) is for learners who work in, or who want to work in, the construction and built environment sector.

This qualification is designed to assess and recognise the skills and competence of supervisors working on site with responsibility for carrying out lifting operations. This includes planning of lifts, preparing the site, coordinating the work and ensuring activities are undertaken in a safe manner by site operatives, who may report in to them.

The qualification gives learners the opportunity to:

- develop and demonstrate competence as supervisors controlling lifting operations
- develop technical skills and knowledge and understanding related to the specified job roles in supervision of lifting operations
- have their existing skills recognised
- achieve a nationally-recognised Level 4 qualification
- develop their personal growth and engagement in learning.

This qualification is for supervisors on site who are responsible for overseeing the safe lifting of plant or materials prior to, or as part of, construction building projects. The qualification can be used, where applicable and where recognised by the employer, towards evidence for Construction Card Competence schemes to work on site.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 3 NVQ Diploma in Controlling Lifting Operations – Supervising Lifts (Construction) as it has been updated in line with revisions to the National Occupation Standards (NOS) in Construction.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 4 NVQ Diploma in Controlling Lifting Operations – Supervising Lifts (Construction) can progress across the level and size of the construction and built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

This qualification offers a progression pathway from the Pearson Edexcel Level 2 NVQ Diploma in Controlling Lifting Operations – Slinger/Signaller (Construction) for those who have supervisory and leadership responsibilities for lifting operations on site. Following completion of this qualification, learners may progress to other site supervisory and management qualifications, for example the Pearson Edexcel Level 3 NVQ Diploma in Construction Site Supervision (Construction), construction management qualifications such as the Pearson Edexcel Level 5 NVQ Diploma in Construction Management (Sustainability), and Level 6 NVQs in Construction Management, Construction Site Management or Construction Contracting Operations Management.

Industry support and recognition

This qualification is supported by ConstructionSkills, the Sector Skills Council for Construction and the Built Environment.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Construction, which were set and designed by ConstructionSkills.

4 Qualification structure

Pearson Edexcel Level 4 NVQ Diploma in Controlling Lifting Operations – Supervising Lifts (Construction)

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

Minimum number of credits that must be achieved	74
Minimum number of credits that must be achieved at Level 4 or above	46

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8	27
2	H/600/7004	Supervising Lifting Operations Using Lifting Equipment in the Workplace	3	12	40
3	D/504/8544	Maintaining Systems for Health, Safety, Welfare and Environmental Protection in the Workplace	4	8	30
4	T/504/8548	Co-ordinating and Organising the Control of Work in the Workplace	4	12	40
5	M/504/8550	Allocating and Monitoring the Use of Plant, Equipment or Machinery in the Workplace	4	9	30
6	D/600/7521	Maintaining the Dimensional Accuracy of Work in the Workplace	3	8	30
7	H/600/7536	Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3	8	20
8	Y/505/7680	Allocating Work and Checking People's Performance in the Workplace	5	9	20

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website at: qualifications.pearson.com

5 Programme delivery

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

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

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

Elements of good practice

Learner recruitment, preparation and support

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

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

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftsmanship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them. Please see *Annexe B* for mapping of PLTS to the units in this specification
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

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

6 Centre resource requirements

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

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

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

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

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

Prior knowledge, skills and understanding

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

Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

8 Assessment

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

Language of assessment

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

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

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy*, available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website at: qualifications.pearson.com

Internal assessment

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

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

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

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

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

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

Learners can provide evidence of occupational competence from:

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

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: qualifications.pearson.com

- a combination of these.

Assessment requirements/strategy

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

Types of evidence

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

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

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

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

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements/evidence requirements* section of the unit.

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

Appeals

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

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

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy*, which is available on our website at: qualifications.pearson.com. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

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

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

Both documents are on our website at: qualifications.pearson.com

Special consideration

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

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

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

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

Both of the documents mentioned above are on our website at:
qualifications.pearson.com

9 Centre recognition and approval

Centre recognition

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

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

Guidance on seeking approval to deliver Pearson vocational qualifications is available at qualifications.pearson.com.

Approvals agreement

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

10 Quality assurance of centres

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

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

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

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

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

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

For further details, please go to the *NVQ Quality Assurance Centre Handbook*, the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at qualifications.pearson.com.

11 Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

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

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

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

Unit summary

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

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

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

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit 1: Developing and Maintaining Good Occupational Working Relationships in the Workplace

Unit reference number: M/503/2915

Level: 5

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 developing and maintaining good occupational working relationships in the workplace within the relevant sector of industry.

Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, 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.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Develop, maintain and encourage working relationships to promote good will and trust	1.1	Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved			
		1.2	Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others			
		1.3	Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people			
		1.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency	2.1	Communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> • appropriate timescales • health and safety requirements • co-ordination of work procedures 			
		2.2	Explain the different methods and techniques used to inform relevant people about work activities			
		2.3	Explain the effects of not informing relevant people with the expected level of urgency			
		2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> • colleagues • employers • customers • contractors • suppliers of products and services • other people affected by the work/project 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome			
		3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments			
		3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> • progress • results • achievements • occupational problems • occupational opportunities • health and safety requirements • co-ordinated work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Clarify proposals with relevant people and discuss alternative suggestions	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved			
		4.2	Explain the methods of clarifying alternative proposals with relevant people			
		4.3	Explain the methods of suggesting alternative proposals			
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work			
		5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: **Supervising Lifting Operations Using Lifting Equipment in the Workplace**

Unit reference number: H/600/7004

Level: 3

Credit value: 12

Guided learning hours: 40

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Carry out the supervision of lifting operations which will minimise disruption and maintain optimum performance	1.1	Prepare for and undertake supervision duties in compliance with given lift plans, statutory legislation and organisational procedures			
		1.2	Explain how programmed lifting operations relevant to the occupational area or sector(s) should be supervised			
		1.3	List the types of people who may be affected by typical lifting operations			
		1.4	Explain how disruption to other works and people not involved in lifting operations can be minimised during typical lifting operations			
		1.5	Describe different methods that can optimise performance during lifting activities			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date	
2	Observe current legislation and official guidance appropriate to the work environment	2.1	Protect the workforce, the general public, visitors and the environment during lifting operations by applying information from at least three of the following: <ul style="list-style-type: none"> • methods of works • risk assessments • safe use and storage of plant, equipment and machinery • safe use and storage of materials • traffic management • work permits • emergency plans • codes of practice • regulations 			
		2.2	List and describe the current legislation and official guidance that applies directly to lifting operations using lifting equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify and assess faults and problems and recommend and implement corrective actions which conform to safe working methods and practices	3.1	Observe and evaluate the preparation of and the lifting activity against given documents, requirements and methods to identify faults and problems			
		3.2	Apply corrective actions that follow statutory requirements and organisational procedures to at least two of the following lifting operations faults and problems: <ul style="list-style-type: none"> • work method data errors • construction errors • identification of further utilities • heritage concerns • environmental concerns • incorrect maintenance • identification of hazardous materials • breaches of security • documentation error/availability • certification error/availability • non-conforming plant, equipment or machinery 			
		3.3	Describe how common lifting operation faults and problems can be identified			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.4 Explain methods that can be used to assess potential faults and problems during lifting operations			
		3.5 Explain techniques and methods that allows for identified faults and problems, and appropriate corrective suggestions to be made and communicated to relevant people			
		3.6 Explain the processes that allows for agreed corrective actions for non-conforming plant equipment and machinery to be applied			
		3.7 Explain the processes that allows for agreed corrective actions for non-conforming plant equipment and machinery to be applied			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Conduct pre-work checks to meet statutory requirements, official guidance and maintains safe working methods and practices	4.1	Carry out at least two of the following checks during preparation work for lifting operations: <ul style="list-style-type: none"> • for condition • for fit for purpose • on health and safety • on environmental • on people 			
		4.2	Establish safe working methods and compliance with statutory requirements and official guidance whilst carrying out pre-work checks			
		4.3	Explain procedures that can apply to the carrying out of pre-work checks and ways that checks can be recorded			
		4.4	Give reasons why pre-work checks should be made for lifting operations and explain possible consequences should this not be carried out			
		4.5	Describe different ways that of work information and work methods can be communicated to team members			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Keep accurate records of work progress checks, faults, problems and quantities involved	5.1	Implement recording systems, following organisational procedures, which identify work progress checks, faults, problems and quantities involved			
		5.2	Explain the methods that can be used to keep accurate records of work progress on lifting operations which can detail faults and problems, and quantities of resources used			
		5.3	Give reasons why accurate records should be kept			
6	Conduct post-work checks to ensure completion of the work method/lift plan data	6.1	Observe and/or inspections lifting operations during and on completion of work activities			
		6.2	Compare inspection/observation findings of completed lifting operations against given lift plan data and criteria to ensure that all operations are completed and resources removed			
		6.3	Explain methods and techniques of conducting and recording post-work checks on relevant types of lifting operations			
		6.4	Give reasons why post-work checks should be carried out and the consequences should checks not be carried out adequately			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Identify, assess and maintain the necessary resources for lifting operations activities	7.1	Identify, select and/or acquire and maintain at least three of the following resources: <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • work and facilities • waste management • utility providers 			
		7.2	Explain different ways that necessary resources for lifting operations, relevant to the occupational area or sector, can be identified			
		7.3	Explain how resources can be assessed for quality, and how to maintain necessary resources for typical lifting operations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 3: Maintaining Systems for Health, Safety, Welfare and Environmental Protection in the Workplace

Unit reference number: H/600/7004

Level: 4

Credit value: 8

Guided learning hours: 30

Unit summary

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

Unit 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.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Encourage a culture of health, safety, welfare and environmental awareness	1.1	Develop initiatives which encourage a health, safety, welfare culture and consideration for the environment			
		1.2	Explain the various methods that can encourage a culture of health, safety, welfare and consideration for the environment			
2	Identify and recommend opportunities for improving health, safety and welfare for people on site or for specific operations	2.1	Make recommendations following reviews that could improve health, safety or welfare on site or for specific operations			
		2.2	Explain how to identify opportunities that will improve health, safety and welfare for people on site or for specific operations			
		2.3	Describe the various methods to recommend improvements to health, safety and welfare systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Ensure the workforce and visitors to the site or specific operations are inducted and check the competence of those they are responsible for	3.1	Implement a system of checks to ensure that the workforce and visitors are inducted			
		3.2	Explain the various methods of ensuring that the workforce and visitors to the site or specific operational area are inducted and give reasons why this is important			
		3.3	Carry out checks to ensure that workers they are responsible for are competent for the relative tasks			
		3.4	Explain the various methods of ensuring that workers they are responsible for are competent for the relative tasks and give reasons why this is important			
4	Maintain accurate and appropriate statutory notices and hazard warnings	4.1	Ensure relevant statutory notices and hazard warnings and clear, legible and concise			
		4.2	Describe ways of maintaining statutory notices and hazard warnings			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date	
5	Ensure the serviceability of health, safety, welfare and environmental protection equipment and resources in order to comply with current legislation	5.1	Carry out maintenance checks on at least five of the following health, safety, welfare and environmental protection equipment and resources: <ul style="list-style-type: none"> • protective equipment • protective clothing • first aid facilities and arrangements • welfare facilities • storage and security of materials and equipment • accident and incident reporting systems • fire fighting equipment • provision of health, safety and welfare 			
		5.2	Explain the various methods of conducting and recording maintenance checks on health, safety, welfare and environmental protection equipment and resources that meet the project, organisational and statutory requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Implement systems which meet organisational and statutory requirements for the identification of hazards and reduction of risks; reporting accidents and emergencies and preventing recurrence	6.1	Develop and action a system that identifies hazards and reduces risk			
		6.2	Explain the various methods of implementing systems that meet organisational and statutory requirements and which identifies hazards and reduces risks			
		6.3	Explain the various methods of implementing systems that meets organisational and statutory requirements for reporting accidents and emergencies, and operates to prevent recurrence			
		6.4	Give reasons for implementing an effective system to identify hazards, reduce risks and report accidents			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Check health, safety, welfare and environmental protection systems regularly in accordance with organisational and statutory requirements	7.1	Conduct regular checks to ensure compliance with the following organisational and statutory requirements: <ul style="list-style-type: none"> • construction specific health, safety, welfare and environmental legislation • recognised industry codes of practice • organisational procedures 			
		7.2	Explain the methods of checking health, safety, welfare and environmental protection systems			
		7.3	Explain the methods of ensuring that health, safety, welfare and environmental protection complies with organisational and statutory requirements			
8	Identify and report any special site or operational conditions which do not comply with organisational and statutory requirements	8.1	Review and evaluate sites or operations to identify special conditions and report conditions which do not comply with current legislation			
		8.2	Explain the methods of identifying and reporting special site conditions that do not meet organisational and statutory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Coordinating and Organising the Control of Work in the Workplace

Unit reference number: T/504/8548

Level: 4

Credit value: 12

Guided learning hours: 40

Unit summary

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

Unit 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.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date	
1	Assemble and review relevant information used in the preparation of project or operational plans and clarify unclear information	1.1	Assess and evaluate three of the following information sources for clarity when organising the control of work: <ul style="list-style-type: none"> • surveys and reports • design • contractual • statutory consents • contractor's pre-planning information • health, safety and environmental plans • risk assessments and method statements • programmes • lift plans • competent people • sub-contractor arrangements and attendance 			
		1.2	Describe different ways of procuring and assembling relevant information			
		1.3	Explain possible methods that can establish whether information is sufficiently clear to coordinate work control			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Communicate and agree programmes or operational plans, methods and attendance with the people doing the work	2.1	Liaise and communicate with those undertaking relevant work on a variety of projects or operations			
		2.2	Gain approval with relevant people for programmes or operations, methods and attendance on specified projects			
		2.3	Explain ways of agreeing and communicating work programmes or operations, methods and attendance details with those doing the work			
		2.4	Describe ways of integrating construction or other working methods using programmes or operational plans that include methods and attendance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Plan and obtain sufficient resources and attendance of the appropriate type which meets project or operational requirements and timescales	3.1	Procure at least three of the following resources when planning and obtaining resources to meet project or operational requirements and timescales: <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers 			
		3.2	Explain the ways, factors and methods of planning and obtaining suitable resources and attendance to ensure project or operational timescales and requirements are met			
		3.3	Describe the outcomes on projects or operations if sufficient resources are not procured on time or are unsuitable			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Organise and control sites (or specific operational areas) and resources to establish safe and tidy sites/areas, creating a positive image of the organisation and project	4.1	Implement and coordinate work areas, activities and resources on relevant projects or on specific operational areas that allow sites or operational areas to be safe and tidy			
		4.2	Coordinate and improve site or specific operations to provide a positive image of projects and the relevant organisation			
		4.3	Explain different methods of organising and controlling typical resources			
		4.4	Explain how sites or work areas should be effectively controlled and organised to maintain and enhance site or operational safety and tidiness			
		4.5	Describe the factors and issues that must be taken into account to ensure sites or operational areas are safe and tidy for workers and other people			
		4.6	Give reasons why project and organisational image is important and describe the possible effects of negative images on the company, project or operation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Organise work activities and implement work measures that take into account appropriate factors and influences	5.1	Coordinate work activities and maintain control whilst taking into account at least three of the following areas: <ul style="list-style-type: none"> • occupiers • near neighbours • public access • site conditions • environmental considerations • vehicular access (including air and waterborne craft) • security and trespass • public utilities • heritage status 			
		5.2	Describe how to organise work activities that take into account relevant internal and external factors and influences			
		5.3	Outline the measures that need to be taken into account to deal with internal and external factors and influences and explain the outcomes and implications if this is not undertaken effectively			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Allocating and Monitoring the Use of Plant, Equipment or Machinery in the Workplace in the Workplace

Unit reference number: M/504/8550

Level: 4

Credit value: 9

Guided learning hours: 30

Unit summary

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

Unit 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.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Produce clear requests for plant, equipment or machinery which meets the needs of projects or operations	1.1	Request at least four of the following types of plant, equipment or machinery as specified by plans or programme requirements: <ul style="list-style-type: none"> • static • mobile • accessories • consumables • health and safety equipment • specialised hand tools • standard plant, equipment or machinery • non-standard plant, equipment or machinery 			
		1.2	Describe the types, formats and methods of producing requests for plant, equipment or machinery that will meet the needs of projects			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Ensure and record that plant, equipment or machinery meets operational and statutory requirements prior to use in the workplace and allocate to suitable operations	2.1	Carry out checks and confirm that relevant plant, equipment or machinery meets operational and statutory requirements			
		2.2	Record, following organisational procedures, that plant, equipment or machinery meets operational and statutory requirements			
		2.3	Identify the requirements for relevant operations and assign appropriate plant, equipment or machinery for use			
		2.4	Explain the ways and methods of ensuring that plant, equipment or machinery meets operational and statutory requirements prior to use			
		2.5	Explain the factors that determine the allocation of plant, equipment or machinery for suitable operations			
		2.6	Describe the different ways and formats for recording checks on the suitability of plant, equipment or machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment	3.1	Implement actions that protect the public, workforce, visitors and the environment using at least three of the following measures: <ul style="list-style-type: none"> • methods of work • risk assessment • safe use and storage of tools • safe use and storage of materials • traffic controlling (including air and waterborne craft) • emergency plans 			
		3.2	Explain different ways of identifying hazards and assessing risks from plant, equipment or machinery operations			
		3.3	Describe methods of implementing measures that protect all people and the environment affected by on-site plant, equipment or machinery operations			
		3.4	Outline who may be affected by plant, equipment or machinery operations relevant to typical projects			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Keep records of the use of plant, equipment or machinery	4.1	Complete and maintain records of plant, equipment or machinery use, which follow organisational requirements			
		4.2	Describe the types and ways of keeping records of plant, equipment or machinery operations			
		4.3	Give reasons for the need to keep records on plant, equipment or machinery use			
5	Recommend alternative types of plant or equipment to decision makers where existing plant, machinery or equipment is deemed unsuitable for allocated operations	5.1	Examine and analyse plant, equipment or machinery use and identify alternative types that will be suitable for the intended work			
		5.2	Provide suggestions to decision makers/responsible people for alternative types of plant, equipment or machinery			
		5.3	Explain the factors that determine when plant, equipment or machinery is unsuitable for intended operations and how to identify unsuitability			
		5.4	Describe methods and processes that can identify alternative plant, equipment or machinery for specific operations			
		5.5	Describe the ways of recommending alternative plant, equipment or machinery to decision makers/people responsible			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Issue instructions for the use of plant, equipment or machinery to operators and others directly involved	6.1	Provide guidance to plant, equipment or machinery operators, and those directly involved with the operation, that follow statutory and manufacturer's requirements			
		6.2	Explain the formats, methods and timescales of issuing instructions and guidance to plant, equipment or machinery operators, and other directly involved			
7	Check and confirm that operators of plant, equipment or machinery are trained, certificated and authorised for the relevant type, and monitor for safe working	7.1	Establish that operators of plant, equipment or machinery are able and authorised for the relevant types and operations			
		7.2	Check relevant plant operation activities to ensure they meet statutory and manufacturer's requirements			
		7.3	Explain the methods and organisational procedures of checking and confirming abilities and authorisation of plant, equipment or machinery operators			
		7.4	Give reasons why plant, equipment or machinery operations should be monitored and describe effective methods on how this can be done			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Ensure the appropriate storage, servicing and maintenance of plant, equipment or machinery meets operational and statutory requirements	8.1	Arrange the storage, servicing and maintenance of plant, equipment or machinery			
		8.2	Carry out checks to ensure the storage, serviceability and maintenance of plant, equipment or machinery meet at least three of the following operational or statutory requirements: <ul style="list-style-type: none"> • health, safety and welfare of the workforce and others • operational efficiency • security of resources • obligations to third parties • regulatory authorities • contractual commitments 			
		8.3	Explains different ways of ensuring, and why it is important, that plant, equipment or machinery is stored, serviced and maintained in accordance with operational and statutory requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Inform decision-makers/people responsible when plant, equipment or machinery is no longer required	9.1	Establish that relevant plant, equipment or machinery has completed the intended work and is no longer required			
		9.2	Notify decision-makers/people responsible in writing that plant, equipment or machinery work has been completed			
		9.3	Describe the methods and techniques for informing decision-makers/people responsible when plant, equipment or machinery is no longer required			
		9.4	Explain why decision-makers/people responsible need to be informed that plant, equipment or machinery is no longer required			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Maintaining the Dimensional Accuracy of Work in the Workplace

Unit reference number: D/600/7521

Level: 3

Credit value: 8

Guided learning hours: 30

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Ensure the workforce is provided with sufficient clear and accurate information to enable them to position, align and/or level the work or loads	1.1	Establish and inform relevant workers of specific dimensional information on at least four of the following: <ul style="list-style-type: none"> • lines (can include the placing of loads) • levels (can include load levels) • angles (can include lifting accessory angles) • distances • curves • positions • setting out points • loads • centres of gravity 			
		1.2	Explain methods and techniques of providing clear and accurate information on dimensional controls			
		1.3	Describe how to ensure that dimensional information is sufficient			
		1.4	Give reasons why it is important to provide clear information and implications for typical projects or operations if this is not done			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Observe and check dimensional controls and record results to meet quality standards	2.1	Undertake and conduct checks on work being carried out and compare to the quality standards provided for projects or operations			
		2.2	Describe different ways of observing and checking dimensional controls on different projects or operations			
		2.3	Explain methods to record results and ways of comparing results against given quality standards			
3	Identify any deviations in positions, alignments or levels and take measures to promptly correct them	3.1	Establish any deviations from given standards for at least one of the following: <ul style="list-style-type: none"> • transfer of lines and levels • use of incorrect lines and levels • calculations • given information 			
		3.2	Undertake actions to rectify identified deviations on work being undertaken			
		3.3	Explain methods and techniques of identifying deviations in dimensional control on typical projects or operations			
		3.4	Give examples of and methods to correct dimensional deviations found on typical projects or operations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Recommend revised work practices and procedures to minimise deviations and to allow for different circumstances and conditions	4.1	Suggest revisions to work practices and procedures after considering at least one of the following circumstances and conditions: <ul style="list-style-type: none"> • environmental • unforeseen • planned 			
		4.2	Explain the methods and procedures that can be used to revise work practices			
		4.3	Describe different ways and techniques of recommending revised procedures for work practices			
		4.4	Give reasons why work procedures should be revised when deviation are found			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace

Unit reference number: H/600/7536

Level: 3

Credit value: 8

Guided learning hours: 20

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify and use relevant information used to prepare the project or lift plans, clarify any unclear information and update for production or operational planning purposes	1.1	<p>Interpret and apply, for production or operational planning purposes, at least four of the following sources of information used in preparing project or lift plans:</p> <ul style="list-style-type: none"> • survey reports • design documents • contractual documents • statutory consents • contractor’s pre-planning information • health, safety and environmental plans • risk assessments and/or method statements • programmes • records about the competence of people • sub-contractor arrangements and attendance • safe systems of work 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.2	Seek clarification about unclear information and update project or lift plans as necessary to allow efficient production		
		1.3	Explain ways of identifying and using relevant information relevant to production or operational planning		
		1.4	Explain the possible methods and techniques for clarifying planning information that is not clear		
		1.5	Give reasons why information for production or operational planning should be updated, and describe ways that this can be done		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Identify factors which may affect proposed works or operations, describe and summarise accurately and pass onto people who may be affected	2.1	Investigate at least three of the following factors to identify whether they can affect proposed works or operations: <ul style="list-style-type: none"> • occupiers • near neighbours • public access • site conditions • environmental considerations • vehicular access • security and trespass • public utilities • heritage status 			
		2.2	Inform people who may be affected, issues that are affecting work or operational programmes using a summarised method			
		2.3	Explain the methods and techniques of identifying factors that may affect work or operational programmes			
		2.4	Describe ways of accurately describing, summarising and communicating factors about the proposed works or operations to people who may be affected			
		2.5	Explain the consequences should factors that affect work or operational programmes not be described or summarised accurately			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Confirm access points for sites and works or operations which are safe and include works traffic and pedestrian segregation and minimise disruption	3.1	Carry out consultations and identify safe access points and segregation areas for work's traffic and pedestrians for works or operations			
		3.2	Agree and confirm safe access and segregation points for works traffic and pedestrians that will maintain safety and minimise disruption for projects or operations			
		3.3	Explain different ways of identifying and establishing safe access points for works traffic and pedestrians for various projects or operations			
		3.4	Explain methods of confirming and agreeing works traffic and pedestrian access and segregation points for various projects or operations			
		3.5	Give reasons for segregating works traffic and pedestrians and explain why disruption must be minimised for various types of projects or operations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Confirm arrangements for adequate site safety, welfare and security before work or operations start, and whilst working on site	4.1	Conduct checks and confirm arrangements for site safety, welfare and security before work starts			
		4.2	Conduct checks and confirm arrangements for site safety, welfare and security during work			
		4.3	Explain the different methods and techniques for confirming arrangements for site safety, welfare and security before work starts and whilst working on site			
5	Confirm available resources for projects or operations before work starts	5.1	Carry out checks and verify at least four of the following are correct and available for relevant projects or operations: <ul style="list-style-type: none"> • people • plant, equipment or machinery • materials and components • sub-contractors • information • work area and facilities • waste management • utility providers 			
		5.2	Explain the methods that can confirm that resources are available and correct for projects or operations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Implement the site or work area layout for operational purposes and pass on information about the plans to the people who will be working on site	6.1	Establish the layout of sites or work areas to effect operations and consider at least four of the following: <ul style="list-style-type: none"> • storage • temporary accommodation • work areas • plant • temporary services • access and egress • security • continuing use of occupiers • waste management • pollution control • provision for pre-fabricated components and systems • existing fabric 			
		6.2	Communicate information about site or working area lay out plans to people who will be working on site or on operations			
		6.3	Explain ways of implementing site or working area layouts for operational purposes			
		6.4	Explain different ways of communicating site or working area plan information to those working on the site or on operations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Implement the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised	7.1	Implement systems that allow the safe and efficient storage and use of materials and components			
		7.2	Ensure that materials and components are handled and moved safely and efficiently, and that wastage is minimised			
		7.3	Explain possible methods and procedures for implementing effective storage areas and facilities for material supplies to be effective for various types of projects or operations			
		7.4	Describe how to minimise material and component handling, movement and wastage			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Place and maintain notices which provide accurate information about the works or operations and which conform to statutory and site requirements	8.1	Position accurate notices about the work or operations that conform to statutory and site requirements			
		8.2	Maintain placed notices whilst ensuring that they are relevant to ongoing work programmes or operations			
		8.3	Describe placing positions for an applicable range of notices relevant to typical projects or operations			
		8.4	Explain methods that ensure relevant notices conform to statutory and site or operational requirements			
		8.5	Explain different ways of maintaining notices and possible outcomes should notices not be maintained regularly			
9	Ensure notice has been given to all people who will be affected by the work or operation, about when it starts, for how long it will take and when it finishes	9.1	Inform people affected by project works or operations about when works or operations start, expected durations and planned finishing or completions dates			
		9.2	Explain methods and techniques on informing relevant people about timescales of the works			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Allocating Work and Checking People's Performance in the Workplace

Unit reference number: Y/505/7680

Level: 5

Credit value: 9

Guided learning hours: 20

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, 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.

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm the programme or operations and schedules, identify priorities and critical activities, and plan how the work will be undertaken	1.1	Identify and evaluate the priorities and critical activities in programmes or operations and schedules, and devise a plan on how the work will be undertaken			
		1.2	Explain how to identify priorities and critical activities			
		1.3	Explain methods of confirming programmes or operations and schedules			
		1.4	Describe how the planning of work can be undertaken			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Allocate work to team members, taking into account their current circumstances, and brief them on the quality standards or level expected	2.1	Evaluate and assign work to team members and carry out briefings taking into account their: <ul style="list-style-type: none"> • skills • knowledge • experience • workload 			
		2.2	Describe how to allocate work fairly to team members whilst taking into account their current circumstances			
		2.3	Explain the methods and techniques on briefing team members about quality of standards or levels expected			
3	Monitor the progress and quality of the work and provide prompt and constructive feedback	3.1	Carry out checks on the progress and quality of work being undertaken against programmes or operations and schedules			
		3.2	Carry out checks on the quality of work being undertaken against quality standards			
		3.3	Explain methods of checking the progress of work against programmes or operations, schedules and the work against quality standards			
		3.4	Provide feedback to team members on the progress of work and standards of quality			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Motivate team members to complete the work they have been allocated and provide, where requested and possible, any additional support and/or resources	4.1	Review and supply additional support and/or resources where requested by team members			
		4.2	Explain the different ways of motivating team members to complete the allocated work			
		4.3	Explain ways of providing additional support to team members and ways of getting feedback on additional support from team members			
5	Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members	5.1	Evaluate poor or unacceptable performance for given work activities			
		5.2	Implement methods that can improve performance of team members			
		5.3	Describe the various methods of identifying poor or unacceptable performance			
		5.4	Explain ways of discussing the causes of poor performance with team members and how to get agreement on ways of improving performance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Recognise successful completion of significant pieces of work or work activities by team/team members, and advise responsible people	6.1	Demonstrate ways of recognising success and praising team members on successful completion of work			
		6.2	Advise responsible people on successful completion of work			
		6.3	Describe ways of recognising completion of significant pieces of work or work activities			
		6.4	Explain effective methods of advising responsible people of the team/team member's successes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

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

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

Key publications

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

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

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

13 Professional development and training

Pearson 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 (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson 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.

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment strategy – ConstructionSkills

This is the Assessment Strategy for ConstructionSkills, the Sector Skills Council (SSC) for construction and the built environment. The strategy itself contains a number of appendices, which are also included.

Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional

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 appendices relevant to specific NVQ or SVQ qualifications and units, these sub appendices 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 Strategy and the relevant Appendices 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:

- VI 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 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), 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

Aspects to be assessed through performance in the workplace

This additional information has been produced to ensure consistency in aspects to be assessed through performance in the workplace as described in paragraph 2.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate the guidance into their assessment methodology for Plant Operations units and qualifications with NVQ in the QCF title and SVQ in the SCQF.

Additional requirements for assessment in the workplace

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This direct evidence must be met using a combination of the following methods.

- direct observation by the assessor
- witness testimony by an expert witness related to the occupational area
- professional discussion.

Workplace evidence must be supported by the required evidence of knowledge and understanding gained from at least three month's work-based experience.

Occupational expertise requirements for assessors

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 (e.g. 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 (e.g. 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 (e.g. in some teamwork contexts)
- activities or situations which are sufficiently rare (e.g. where processes, such as a 'shutdown', 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 (e.g. in some healthcare 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.

Annexe B: Personal, Learning and Thinking Skills mapping

PLTS	Units	1 L5	2 L3	3 L4	4 L4	5 L4	6 L3	7 L3	8 L5
Independent Enquirers									
1	identify questions to answer and problems to resolve						•		
2	plan and carry out research, appreciating the consequences of decisions						•		
3	explore issues, events or problems from different perspectives	•							
4	analyse and evaluate information, judging its relevance and value		•	•	•		•	•	
5	consider the influence of circumstances, beliefs and feelings on decisions and events	•						•	
6	support conclusions, using reasoned arguments and evidence								
Creative Thinkers									
1	generate ideas and explore possibilities			•					
2	ask questions to extend their thinking								
3	connect their own and others' ideas and experiences in inventive ways								
4	question their own and others' assumptions								
5	try out alternatives or new solutions and follow ideas through								
6	adapt ideas as circumstances change								
Reflective Learners									
1	assess themselves and others, identifying opportunities and achievements			•					•
2	set goals with success criteria for their development and work								
3	review progress, acting on the outcomes								
4	invite feedback and deal positively with praise, setbacks and criticism								
5	evaluate experiences and learning to inform future progress								
6	communicate their learning in relevant ways for different audiences								

PLTS	Units	1 L5	2 L3	3 L4	4 L4	5 L4	6 L3	7 L3	8 L5
Team Workers									
1 collaborate with others to work towards common goals			•	•	•				•
2 reach agreements, managing discussions to achieve results		•			•				•
3 adapt behaviour to suit different roles and situations, including leadership roles		•		•					•
4 show fairness and consideration to others		•	•		•	•	•	•	•
5 take responsibility, showing confidence in themselves and their contribution				•	•	•	•	•	•
6 provide constructive support and feedback to others		•		•					•
Self-Managers									
1 seek out challenges or new responsibilities and show flexibility when priorities change									
2 work towards goals, showing initiative, commitment and perseverance									
3 organise time and resources, prioritising actions		•			•	•		•	•
4 anticipate, take and manage risks			•	•	•	•	•	•	
5 deal with competing pressures, including personal and work-related demands									
6 respond positively to change, seeking advice and support when needed									
7 manage their emotions, and build and maintain relationships		•							
Effective Participators									
1 discuss issues of concern, seeking resolution where needed		•					•		•
2 present a persuasive case for action		•		•	•	•	•		
3 propose practical ways forward, breaking these down into manageable steps		•		•	•	•	•		•
4 identify improvements that would benefit others as well as themselves		•	•	•		•	•		•
5 try to influence others, negotiating and balancing diverse views to reach workable solutions		•			•	•	•		•
6 act as an advocate for views and beliefs that may differ from their own									

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