



**GQA LEVEL 5 NVQ DIPLOMA IN CONTROLLING
LIFTING OPERATIONS - PLANNING LIFTS
(CONSTRUCTION)**

Qualification Number
603/2746/7

Issue 2: January 2018



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PERSONAL COMPETENCE SUMMARY

| | |
|-----------|-------------------------|
| Name | Company/Centre |
| Job Title | GQA Registration Number |

| UNITS OF COMPETENCE | | | | ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime | DATE |
|-----------------------|---|-------|--------|--|------|
| Unit Number | Mandatory Units | Level | Credit | | |
| K/616/7692 C529V2 | Planning Lifting Activities Using Cranes and/or Lifting Equipment in the Workplace | 5 | 21 | | |
| M/616/7693 C530 v2 | Planning and Establishing Health, Safety, Welfare and Environmental Systems for Lifting Operations in the Workplace | 5 | 17 | | |
| K/507/9540 C4 | Planning Work Activities and Resources to Meet Work Requirements in the Workplace | 4 | 12 | | |
| J/508/0551 C91 | Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace | 6 | 11 | | |
| Y/508/0585 C104 | Planning the Preparation of the Site for the Project or Operation in the Workplace | 6 | 11 | | |
| L/508/0583 C102 | Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace | 5 | 9 | | |
| M/503/2915 210v2 | Developing and Maintaining Good Occupational Working Relationships in the Workplace | 5 | 8 | | |

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Observation in the workplace
 Records of prior experience
 Testimonial(s)
 Work records

Assessment of knowledge
 Witness statement(s)
 Photographic evidence
 External testing

Passport Style
Candidate Photo
(Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

| | Name and Signature | Date |
|---------------|--------------------|------|
| Candidate | | |
| Lead Assessor | | |
| IQA | | |
| EQA | | |

Introduction to the Qualification

Who is this Qualification for?

The GQA Level 5 NVQ Certificate Diploma in Controlling Lifting Operations - Planning Lifts (Construction) has been developed for delivery in a Construction related working environment. This NVQ qualification is made up of 7 mandatory units and requires candidates to demonstrate, in a real workplace environment, competence against a set of performance criteria and an understanding of the theoretical aspects of the role and associated tasks. Assessment will be carried out by an occupationally competent and qualified assessor.

To allow correct identification of specialisms, on completion of the qualification the assessment centre must select one of the following endorsements: Access equipment, Crawler cranes, Drilling rigs, Excavators, Floating lifting equipment, Hoists, Knuckle-boom cranes, Lorry loaders, Masted forklifts, Mobile cranes, Non-mechanised lifting equipment, Overhead cranes, Pedestal cranes, Piling rigs, Specialist lifting equipment, Telescopic handlers, Tower cranes

What is required from candidates?

Candidates must complete all 7 mandatory units, completion of the qualification and associated assessments will give access to the relevant CSCS card. It is also possible to access a temporary/trainee card once registered on the qualification-the Assessment Centre will provide more information or contact us at info@gqaqualifications.com.

| Unit Ref | Title | Level | Credit |
|------------------------|---|-------|--------|
| Mandatory Units | | | |
| K/616/7692 | Planning Lifting Activities Using Cranes and/or Lifting Equipment in the Workplace | 5 | 21 |
| C529V2 | | | |
| M/616/7693 | Planning and Establishing Health, Safety, Welfare and Environmental Systems for Lifting Operations in the Workplace | 5 | 17 |
| C530 v2 | | | |
| K/507/9540 | Planning Work Activities and Resources to Meet Work Requirements in the Workplace | 4 | 12 |
| C4 | | | |
| J/508/0551 | Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace | 6 | 11 |
| C91 | | | |
| Y/508/0585 | Planning the Preparation of the Site for the Project or Operation in the Workplace | 6 | 11 |
| C104 | | | |
| L/508/0583 | Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace | 5 | 9 |
| C102 | | | |
| M/503/2915 | Developing and Maintaining Good Occupational Working Relationships in the Workplace | 5 | 8 |
| 210v2 | | | |

Achieving the combination of Mandatory units and the correct choice of Optional credits will mean the qualification has been completed and GQA will provide the Diploma with the qualification title. Where the candidate has not completed the full qualification and will not go on to do so, a Certificate of credit can be issued for the credits achieved.

Assessment guidance:

Evidence should show that you can complete all of the learning outcomes for each unit being taken.

Types of evidence:

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated through performance or by responding to questions.

Quantity of evidence:

Evidence should show that you can meet the requirements of the units in a way that demonstrates that the standards can be achieved consistently over an appropriate period of time.

Potential sources of evidence:

The main source of evidence for each unit will be observation of the candidate's performance and knowledge demonstrated during the completion of the unit. This can be supplemented by the following types of physical or documentary evidence:

- Accident book/reporting systems
- Safety records
- Training records
- Audio records
- Job specifications and documentation
- Witness testimonies
- Correspondence with customers
- Notes and memos
- Photo/video evidence
- Work diaries
- Timesheets
- Telephone logs
- Delivery records
- Equipment
- Prepared materials and sites
- Completed structures

Please Note that photocopied or downloaded documents such as manufacturers' or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

IQA's are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the IQA's national award. It is recommended that IQA's work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relevant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or IQA national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQA's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different

locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced external quality assurance process. This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

3. Qualification / Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the IQA to audit/verify his/her decision.

4. Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)

- no (the candidate is not yet competent)
- there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable. The exceptions to this are:
 - Dealing with emergencies
 - Dealing with accidents
 - Certain pre-approved real time simulators
 - Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

| | | | |
|-------------------|---|----------------|-------------------|
| K/616/7692 | Planning Lifting Activities Using Cranes and/or Lifting Equipment in the Workplace | Level 5 | 21 Credits |
| C529V2 | | | |

The aim of this unit is to ensure the candidate has the skills and knowledge to construct lift plans in the workplace for a range of lifting activities that conform to legislation, regulations and official guidance.

| Learning outcome. The learner will: | Assessment criteria. The learner can: | Evidence.Ref.No | | |
|---|--|-----------------|--|--|
| 1 Confirm work requirements against sourced information when planning lifting activities using cranes and/or lifting equipment. | 1.1 Identify and establish the operational requirements for a range of lifting activities in the workplace. | | | |
| | 1.2 Consult with and utilise at least six of the following information sources when planning lifting activities: <ul style="list-style-type: none"> – survey reports – designs – contractual – statutory consents – risk assessments – method statements – programmes – records about the competence of people – sub-contractor arrangements – health, safety and environmental plans – Utilities – work permits – local authorities – highway authorities – clients | | | |
| | 1.3 Explain ways that allows confirmation of operational requirements against sourced information when planning lifting activities. | | | |
| | 1.4 Explain who needs to be consulted with and why when confirming the work requirements for lifting activities. | | | |
| 2 Identify and review influencing factors and guidance material about the work environment and resources | 2.1 Take into account at least four of the following influencing factors when planning a range of lifting activities: <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations – weather conditions. | | | |
| | 2.2 Consult with at least three of the following guidance/ information sources when planning a range of lifting activities: <ul style="list-style-type: none"> – operators' manuals – plant, equipment and machinery data – maintenance schedules and manuals – practice guides and specifications – clients – consultants – sub-contractors – specialists | | | |
| | 2.3 Explain ways that can identify influencing factors and guidance materials, and how they can be reviewed. | | | |
| | 2.4 Give reasons why influencing factors should be reviewed, and why they should be reviewed against guidance material. | | | |

| K/616/7692 C529V2 | Planning Lifting Activities Using Cranes and/or Lifting Equipment in the Workplace (continued) | Level 5 | 21 Credits | |
|---|--|---------|---------------|--|
| 3 Structure work methods by assessing and accounting for all influencing factors. | 3.1 Identify and arrange working methods for a range of lifting activities having taken influencing factors into account. | | | |
| | 3.2 Explain the methods that can allow the assessing and accounting of influencing factors when structuring work methods. | | | |
| | 3.3 Describe how to prioritise work methods for lifting activities. | | | |
| | 3.4 Explain why work methods for lifting activities need prioritising and the possible consequences should they be not. | | | |
| 4 Amend work methods to take account of changing circumstances whilst maintaining requirements of the lifting activity. | 4.1 Review and update work methods for lifting activities having taken account of at least two of the following changing circumstances: – susceptibility to damage – safety requirements – compromised operational effectiveness – weather conditions – use or change of use – current legislation – plant, equipment and machinery – workforce – resources – security threats – external factors. | | | |
| | 4.2 Explain how and why changing circumstances should be taken into account when planning lifting activities. | | | |
| | 4.3 Describe how work methods can be amended when reviewing influencing factors for lifting activity planning. | | | |
| 5 Communicate amended work methods to people involved in the lifting activity. | 5.1 Inform relevant people supervising and/or involved in lifting operations of the required amended methods of work. | | | |
| | 5.2 Explain methods and techniques that allows amended work methods to be communicated to those involved with the lifting activity. | | | |
| 6 Prepare and record lift plans, work methods and schedules in written and visual formats, and negotiate and agree them with decision makers. | 6.1 Construct lift plans in the workplace for a range of lifting activities that conform to legislation, regulations and official guidance for at least one of the following types of crane or equipment that can lift/raise loads: – access equipment – crawler cranes – drilling rigs – excavators – floating lifting equipment – hoists – knuckle boom cranes – lorry loaders – mastless forklifts – mobile cranes – non-mechanised lifting equipment – overhead cranes – pedestal cranes – piling rigs – specialist lifting equipment – telescopic handlers – tower cranes – compact crane | | | |
| | 6.2 Document lift plans using formats that include written descriptions and visual diagrammatic information. | | | |

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|------------|--|---------|---------|--|--|
| K/616/7692 | Planning Lifting Activities Using Cranes and/or Lifting Equipment in the Workplace (continued) | Level 5 | 21 | | |
| C529V2 | | | Credits | | |
| | 6.3 Discuss and confirm lift plans, work methods and schedules with relevant decision makers. | | | | |
| | 6.4 Explain the processes and methods for constructing and preparing plans and schedules for lifting activities. | | | | |
| | 6.5 Describe how lift plans, work methods and schedules can be negotiated and agreed with decisions makers. | | | | |

Assessor comments/feedback

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|-------------------|--|----------------|-------------------|
| M/616/7693 | Planning and Establishing Health, Safety, Welfare and Environmental Systems for Lifting Operations in the Workplace | Level 5 | 17 Credits |
| C530 v2 | | | |

The aim of this unit is to ensure the candidate has the skills and knowledge to plans and implement systems for lifting operations which meet organisational and statutory requirements to identify hazards, reduce risks and maintain the health, safety and welfare of people.

| Learning outcome. The learner will: | Assessment criteria. The learner can: | Evidence.ref.no | | |
|--|--|-----------------|--|--|
| 1 Identify and recommend actions for improving the health, safety and welfare of people affected by the lifting operation. | 1.1 Establish and implement systems that can allow the improvement of the health, safety and welfare of those affected by lifting operations. | | | |
| | 1.2 List the types of people who could be affected by lifting operations, typical to the occupational area. | | | |
| | 1.3 Explain possible ways that can identify where health, safety and welfare can be improved for people affected by lifting operations. | | | |
| | 1.4 Explain the methods and techniques of recommending actions that can improve health, safety and welfare. | | | |
| 2 Promote a culture of health, safety, welfare and environmental awareness | 2.1 Establish and implement systems that can promote health, safety, welfare and environmental considerations during the work. | | | |
| | 2.2 Explain ways that the culture of health, safety, welfare and environmental awareness can be improved in the workplace. | | | |
| 3 Establish procedures that ensures workforces responsibilities and competencies, and are fully inducted to the lifting operation. | 3.1 Allocate the required health, safety and welfare responsibilities to relevant people where relevant. | | | |
| | 3.2 Specify the workforce competencies needed for a range of lifting operations. | | | |
| | 3.3 Plan safety, welfare and first aid inductions and briefings prior to the start of lifting operations. | | | |
| | 3.4 Explain methods and techniques that can ensure that the workforce and visitors are inducted prior to or during operations. | | | |
| | 3.5 Explain how to identify and specify the competencies needed for lifting operations relevant to the occupational area. | | | |
| | 3.6 List the subject matter that must be covered in lifting operation workplace inductions. | | | |
| | 3.7 Give reasons why the workforce and visitors are inducted and explain the possible consequences should this not happen. | | | |
| | 3.8 Give reasons why people involved in lifting operations should be competent and explain possible effects on lifting operations should competencies be lacking. | | | |
| 4 Ensure the identification of health, safety, welfare and environmental protection equipment and resources in order to comply with current legislation. | 4.1 Specify at least five of the following health, safety, welfare and environmental protection equipment or resources for a range of lifting operations: <ul style="list-style-type: none"> - protective clothing - protective equipment - first aid facilities and arrangements - welfare facilities - storage and security of materials and equipment - accident and incident reporting systems - fir fighting equipment - provision of health, safety and welfare training. | | | |

| M/616/7693 | Planning and Establishing Health, Safety, Welfare and | Level 5 | 17 | |
|---|--|---------|----|---------|
| C530 v2 | Environmental Systems for Lifting Operations in the Workplace (continued) | | | Credits |
| | 4.2 List the health, safety, welfare and environmental legislation, recognised codes of practice and organisational procedures when planning lifting operations relevant to the occupational area and/or sector. | | | |
| | 4.3 Explain how the identification and communication of health, safety, welfare and environmental protection equipment and resources can be ensured in order to comply with current legislation. | | | |
| 5 Implement systems which meet organisational and statutory requirements to identify hazards, reduce risks and maintain the health, safety and welfare of people. | 5.1 Specify systems that allows for the identification of hazards and the reduction of risks. | | | |
| | 5.2 Specify systems that allow the reporting and reviewing of accidents and emergencies which allows the prevention of recurrences. | | | |
| | 5.3 Explain how systems for identifying hazards which meet organisational and statutory requirements can be implemented. | | | |
| | 5.4 Explain how systems for accident, incident and emergency reporting can be implemented. | | | |
| | 5.5 Explain possible ways of evaluating accidents, incident and emergencies and ways that recurrences can be prevented. | | | |
| | 5.6 Give reasons why systems that identify hazards, reduce risks and report accidents are needed, and explain possible outcomes should prescribed systems be ineffective or non-existent. | | | |
| 6 Review health, safety, welfare and environmental protection systems on previous lifting operations in accordance with organisational and statutory requirements | 6.1 Implement systems that allows for reviews to be carried out on a range of completed lifting operations. | | | |
| | 6.2 Identify health, safety, welfare and environmental issues against organisational and statutory requirements on previous completed lifting operations. | | | |
| | 6.3 Describe possible processes that can be used to review previous lifting operations and explain how the results can affect the planning of future lifting operations. | | | |
| | 6.4 Explain how the results of reviews of previous lifting operations can affect the planning of future operations. | | | |
| | 6.5 Explain how to check whether previous lifting operations complied with organisational and/or statutory requirements. | | | |

Assessor comments/feedback

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|-------------------|--|----------------|-------------------|
| M/616/7693 | Planning and Establishing Health, Safety, Welfare and Environmental Systems for Lifting Operations in the Workplace (continued) | Level 5 | 17 Credits |
| C530 v2 | | | |

| | | | | |
|--|---|--|--|--|
| 7 Assess the significance of environmental factors as they affect the lifting operation and take appropriate action. | 7.1 Identify, examine and consider at least four of the following environmental factors when planning a range of lifting activities. <ul style="list-style-type: none"> – ecological – natural conservation – historical conservation – noise – emissions to air, land and water – economic and social – traffic and people management – waste management and recycling. | | | |
| | 7.2 Describe ways of assessing the significance of environmental factors on typical lifting operations relevant to the occupational area. | | | |
| | 7.3 Explain the actions that could to be taken to minimise the impact of typical lifting operations on the environment. | | | |
| | 7.4 Give reasons why the significance of environmental factors on lifting operations should be assessed. | | | |

Assessor comments/feedback

| | | | |
|-------------------|--|----------------|-------------------|
| K/507/9540 | Planning Work Activities and Resources to Meet Work | Level 4 | 12 Credits |
| C4 | Requirements in the Workplace | | |

The aim of this unit is to provide the learner with the knowledge and skills to plan and implement effective work schedules using at least 4 of the following resources: people, plant, equipment or machinery, materials and components, sub-contractors, information, work area and facilities, waste management, and utility providers. Candidates must be able to discuss alternatives when the required resources are not available and also analyse factors that may mean changes are required to the original plans and be able to recommend changes to decision makers. Finally candidates will have to be able to monitor and record information on the work undertaken and analyse the performance and effectiveness against the required schedules and understand how this information can be used to improve future planning.

| Learning outcome. The learner will: | Assessment criteria. The learner can: | Evidence.ref.no | | |
|---|---|-----------------|--|--|
| 1 Organise activities to make the most efficient use of the available resources | 1.1 Plan and implement work activities that efficiently use at least four of the following resources: <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. | | | |
| | 1.2 Explain different possible ways of organising work activities that can make the best use of resources | | | |
| | 1.3 Give reasons why work activities need to be organised to make the best use of resources | | | |
| | 1.4 Explain the effects on work programmes and schedules if resources are not effectively organised | | | |
| 2 Evaluate alternative methods, resources and systems to select the best solution to meet programmes and schedules. | 2.1 Assess and identify a variety of effective solutions for alternative work methods, resources and systems to meet a range of programmes, operations and schedules | | | |
| | 2.2 Explain the different ways of evaluating alternative resources, methods and systems to meet work programmes, operations and schedules | | | |
| | 2.3 Explain the different methods of evaluating information in order to select best solutions to meet work programmes, operations and schedules | | | |
| 3 Obtain clarification or advice from various sources where the resources needed are not available | 3.1 Request and procure advice or clarification to determine required resources from at least three of the following: <ul style="list-style-type: none"> • client, customer or their representative • consultants • lift planner • project team • practice research • technical publications • trade literature • other team members. | | | |
| | 3.2 Explain methods of selecting potential sources for clarification and advice for a range of work programmes | | | |
| | 3.3 Outline the types of information that could be gained from various information sources | | | |
| | 3.4 Explain the different methods of and reasons for obtaining clarification and advice when the resources needed are not available | | | |

Assessor comments/feedback

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| K/507/9540 | Planning Work Activities and Resources to Meet Work Requirements in the Workplace (continued) | Level 4 | 12 Credits |
| C4 | | | |

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| 4 Analyse activities against project or operation data and the requirements of external factors | 4.1 Examine a range of work activities using a production study, works study production analysis against three of the following external factors: <ul style="list-style-type: none"> • other related programmes • supply lead times • contingencies • special working conditions • statutory limitations • site conditions • availability of resources | | | |
| | 4.2 Explain how to identify resources and related information against project or operational data requirements | | | |
| | 4.3 Describe ways in which external factors can affect a programme, operation or schedule | | | |
| | 4.4 Explain the different methods of analysing work activities against project data, resources, related information and external factors | | | |
| | 4.5 Describe the effects external factors can have on programmes and schedules | | | |
| | 4.6 Explain the different methods of analysing work activities against resources and related information | | | |
| 5 Update existing programmes and schedules of planned activities and suggest them to decision makers/persons responsible. | 5.1 Carry out updating on at least two of the following programmes or schedule content: <ul style="list-style-type: none"> • bar charts • critical analysis • action lists • method statements | | | |
| | 5.2 Inform decision makers/persons responsible of updates that should be made on works programmes and schedules | | | |
| | 5.3 Explain different methods of updating existing programmes and schedules | | | |
| | 5.4 Describe the possible effects on the project if programmes and schedules are not updated when factors change | | | |
| | 5.5 Describe the ways and means of suggesting updates to existing programmes and schedules to decision makers. | | | |
| 6 Implement systems to monitor and record works against programmes and schedules, and use the results to improve future production and planning | 6.1 Monitor and record works being undertaken against given programmes and schedules following organisational procedures | | | |
| | 6.2 Collect and analyse results of monitoring programmes against given programmes and schedules | | | |
| | 6.3 Identify and record areas of future improvements to production and planning. | | | |
| | 6.4 Describe the different systems that could be available for monitoring work programmes and schedules | | | |
| | 6.5 Describe different methods of implementing systems for monitoring and recording works against programmes and schedules | | | |
| | 6.6 Give reasons why it is necessary to monitor and record the results of works against programmes and schedules | | | |
| | 6.7 Explain the possible methods of reviewing recorded results of works against programmes and schedules to improve future production and planning | | | |

Assessor comments/feedback

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|-------------------|---|----------------|-------------------|
| J/508/0551 | Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace | Level 6 | 11 Credits |
| C91 | | | |

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in evaluating and selecting work methods to meet project or operational requirements in the workplace within the relevant sector of industry. This includes the ability to identify work methods which will make the best use of resources and materials and meet project and current legislation requirements

| Learning outcome. The learner will: | Assessment criteria. The learner can: | Evidence.ref.no | | |
|--|---|-----------------|--|--|
| 1 Assess and evaluate project or operational data in order to identify work methods. | 1.1 Examine at least five of the following types of project or operational data that can identify required work methods: <ul style="list-style-type: none"> • conditions of contract • bills of quantities or methods of measurement • specifications • drawings • health, safety and environmental plans • programmes and schedules • organisational requirements • instructions and variations • information on materials • survey reports • design data • statutory consents • sub-contractor arrangements and attendance • method statements and/or risk assessments • safe systems of work. | | | |
| | 1.2 Explain different methods and techniques that allows the assessment and evaluation of available project or operational data. | | | |
| | 1.3 Explain how work methods can be identified from the assessment and evaluation of project or operational data | | | |
| | 1.4 Give reasons why project or operational data needs to be assessed and evaluated and explain possible project or operational consequences should this not be undertaken correctly | | | |
| 2 Obtain additional information from other sources in cases where the available project or operational data is insufficient | 2.1 Carry out consultations with and/or examine at least two of the following other sources: <ul style="list-style-type: none"> • the client, customer or their representative • contractors • sub-contractors • suppliers • regulatory authorities • technical and trade literature • those affected by the project | | | |
| | 2.2 Explain how additional information from other sources can be obtained in cases where available project data is insufficient | | | |
| 3 Identify work methods which will make the best use of resources and materials and meets project and current legislation requirements | 3.1 Establish a range of work methods for relevant projects or operations from at least two of the following information sources: <ul style="list-style-type: none"> • current legislation, Codes of Practice and official guidance • investigative research • organisational procedures • technical and trade literature | | | |
| | 3.2 Explain different ways that allows comprehensive identification of work methods from possible information sources, and will make the best use of resources and materials for typical projects or operations | | | |
| | 3.3 Explain procedures that can identify work methods which meets project or operational requirements and the requirements of current legislation. | | | |

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| J/508/0551 | Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace (continued) | Level 6 | 11 Credits | | |
| C91 | | | | | |

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| 4 Evaluate identified work methods against technical, environmental and project or operational criteria and select appropriate methods | 4.1 Examine and identify work methods for a range of projects or operations using of at least six of the following technical, environmental or project criteria: <ul style="list-style-type: none"> materials performance and availability health and safety fire protection access plant, equipment or machinery performance and availability traffic management environmental issues cost benefit current legislation, Codes of Practice and official guidance customer and user needs contract requirements in terms of time and quantity waste management sustainability | | | |
| | 4.2 Determine work methods for a range of projects, activities and/or operations that will meet programme requirements | | | |
| | 4.3 Explain different ways and techniques of evaluating identified work methods against relevant technical, environmental and project criteria to select the best or appropriate method | | | |
| 5 Ensure method statements are accurate, clear and concise and acceptable to all the people involved | 5.1 Produce and/or examine a method statements and/or risk assessments for a range of projects, activities or operations. | | | |
| | 5.2 Confirm that method statements and/or risk assessments are accurate, clear, concise and acceptable for the project, activity or operational needs. | | | |
| | 5.3 Explain suitable methods that ensure method statements and/or risk assessments derived from the selected work methods are accurate, clear and concise | | | |
| | 5.4 Explain possible procedures that ensure that method statements and/or risk assessments are acceptable to all the people responsible. | | | |
| | 5.5 Give reasons for the need to ensure that selected work methods, method statement and/or risk assessments are acceptable to all the people responsible | | | |
| 6 Recommend and promote the selected work method for projects or operations | 6.1 Present the selected work method to and gain acceptance by at least two of the following people responsible: <ul style="list-style-type: none"> the client, customer or their representative contractors consultants sub-contractors suppliers workforce internal management | | | |
| | 6.2 Explain the ways and techniques of recommending work methods to the people responsible | | | |
| | 6.3 Explain different ways of promoting selected work methods to the people responsible | | | |

Assessor comments/feedback

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| Y/508/0585 | Planning the Preparation of the Site for the Project or Operation in the Workplace | Level 6 | 11 Credits |
| C104 | | | |

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in planning the preparation of the site for the project or operation in the workplace within the relevant sector of industry. This includes the ability to assemble and review information used in the preparation of the project or operation plan, clarify information which is not clear and update it for production planning purposes

| Learning outcome. The learner will: | Assessment criteria. The learner can: | Evidence.ref.no | | |
|---|--|-----------------|--|--|
| 1 Assemble and review information used in the preparation of the project or operation plan, clarify information which is not clear and update it for production planning purposes | 1.1 Maintain, verify and update the project or operation plan using at least four of the following sources of information: <ul style="list-style-type: none"> • survey reports • design information • contractual information • statutory consents • contracts pre-planning information • health, safety and environmental plans • risk assessments and method statements • programmes and schedules • about competent people • sub-contractor arrangements and attendance | | | |
| | 1.2 Describe different ways of assembling information needed for the preparation of the project or operation plan. | | | |
| | 1.3 Explain techniques that can be used to clarify project information that is not clear. | | | |
| | 1.4 Explain the procedures that can be implemented that keeps project or operation information up to date. | | | |
| | 1.5 Give reasons why information should be assembled, clarified and kept up to date, and explain the consequence if this is not undertaken. | | | |
| 2 Identify factors for consideration, record them and pass them on to people who may be affected | 2.1 Identify and record preparation information in which at least four of the following factors have been considered: <ul style="list-style-type: none"> • occupiers • near neighbours • public access • site conditions • environment considerations • vehicular access • security and trespass • public utilities • heritage status • sustainability. | | | |
| | 2.2 Distribute relevant preparation information to those needing that information. | | | |
| | 2.3 Explain how relevant factors for consideration should be identified and recorded when planning preparations for sites or operations. | | | |
| | 2.4 Explain different ways of passing on records of factors considered to people who will be affected. | | | |
| | 2.5 Give reasons why considered and recorded factors should be passed onto people affected and explain possible consequences should this not be done. | | | |
| 3 Identify access and egress points for the site and works which are safe, convenient and minimise disruption | 3.1 Plan traffic management systems that include chosen and agreed site and work access and egress points. | | | |
| | 3.2 Explain ways of identifying access and egress points for the site and works which are the most convenient for works or operations traffic and which minimise disruption. | | | |
| | 3.3 Explain the methods of and factors that should be identified when preparing traffic management plans. | | | |

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| Y/508/0585 | Planning the Preparation of the Site for the Project or Operation in the Workplace (continued) | Level 6 | 11 Credits |
| C104 | | | |

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| 4 Organise the resources required for the preparation of site or work operations | 4.1 Assign at least four of the following resources in order to prepare sites or activities: <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 | | | |
| | 4.2 Explain how resources for sites or activities should be organised. | | | |
| | 4.3 Explain different methods that allows for the assigning of resources for site or operational preparations. | | | |
| | 4.4 Explain how resources used in sites or operations preparation can be utilised into project work or activities. | | | |
| 5 Give accurate details about the proposed work to the utility and emergency services | 5.1 Collate and record information that relates to site or operations access, layout, evacuation and hazards. | | | |
| | 5.2 Communicate information about the proposed works access, layout, evacuation and hazards to relevant utility and emergency services. | | | |
| | 5.3 Describe the type or types of works that are carried out by the organisation and, if relevant, within which sectors of industry. | | | |
| | 5.4 Explain how and why details about proposed works should be given to utility and emergency services. | | | |
| | 5.5 Explain methods and techniques of giving details of site access, layout, evacuation and hazards to utility and emergency services. | | | |
| 6 Make arrangements for adequate site or operational safety, welfare, environmental protection and security | 6.1 Identify arrangements needed for site or operational safety and welfare before work starts and review as work progresses. | | | |
| | 6.2 Identify procedures needed to protect the environment relative to the site or operations. | | | |
| | 6.3 Arrange procedures for site or operational security | | | |
| | 6.4 Explain how adequate site safety for proposed works or activities should be ensured when planning preparations for sites or operations. | | | |
| | 6.5 Explain how and why considerations of relevant factors should be made when arranging site safety, welfare, environmental protection and security. | | | |
| | 6.6 Describe various procedures that can ensure adequate security of sites or operations. | | | |
| | 6.7 Explain ways that arrangements for health, safety and welfare can be reviewed as work progresses. | | | |

Assessor comments/feedback

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| Y/508/0585 | Planning the Preparation of the Site for the Project or Operation in the Workplace (continued) | Level 6 | 11 Credits |
| C104 | | | |

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| 7 Plan the site or area layout for operational purposes and pass information about the plans to the people on the site | 7.1 Identify and arrange the layout of sites or areas for work operations to take place. | | | |
| | 7.2 Identify and arrange required resources and delivery of materials, storage areas for materials and waste collection locations for projects or operations. | | | |
| | 7.3 Identify and arrange recycling procedures for sites or operations. | | | |
| | 7.4 Record and arrange that information about site or operation layouts are communicated to relevant people. | | | |
| | 7.5 Explain how and why the site or area layout should be planned for operational purposes. | | | |
| | 7.6 Describe the factors that should be taken into account when planning the layout of sites or areas for operations. | | | |
| | 7.7 Explain methods and techniques of communicating information about site or area layout plans. | | | |
| | 7.8 Explain how the planning of storage and use of materials and components is carried out so that material handling is efficient and wastage is minimised. | | | |
| 8 Ensure notices to people, which provide information that complies with current legislation, are placed and maintained | 8.1 Identify the types and number of notices required for the site or operation and ensures that they meet current legislation. | | | |
| | 8.2 Arrange for the positioning of relevant notices at specified locations. | | | |
| | 8.3 Produce a maintenance schedule for relevant notices. | | | |
| | 8.4 Explain ways and methods of placing and maintaining information notices for people, the public, visitors and workforce. | | | |
| | 8.5 Give reasons for maintaining notices for people, the public, visitors and the workforce and explain the possible consequences should this not happen. | | | |
| | 8.6 Explain how maintenance schedules for information notices can be prepared and implemented. | | | |

Assessor comments/feedback

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| L/508/0583 | Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace | Level 5 | 9 Credits |
| C102 | | | |

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in identifying, allocating and planning the deployment and use of plant, equipment or machinery in the workplace within the relevant sector of industry. This includes the ability to ensure that the plant, equipment or machinery to be deployed complies with current legislation and will be set up, operated and maintained by competent people

| Learning outcome. The learner will: | Assessment criteria. The learner can: | Evidence.ref.no | | |
|---|--|-----------------|--|--|
| 1 Ensure that the specification of the selected plant, equipment or machinery meets the needs of the project before deployment. | 1.1 Review the specifications for plant, equipment or machinery and evaluate against project or operational requirements. | | | |
| | 1.2 Describe ways of ensuring that the specifications for plant, equipment or machinery meet the needs of the project or operation before deployment. | | | |
| | 1.3 Explain why it is important that the plant specification meets the needs of the project or operation. | | | |
| 2 Ensure that the plant, equipment or machinery to be deployed complies with current legislation and will be set up, operated and maintained by competent people. | 2.1 Devise and implement a system to ensure pre-use checks, inspections, thorough examinations and tests have been conducted on plant, equipment or machinery. | | | |
| | 2.2 Explain how to ensure that plant, equipment or machinery complies with current legislation and why. | | | |
| | 2.3 Carry out checks on the competence of people who will set up, operate and maintain plant, equipment or machinery. | | | |
| | 2.4 Explain the methods of checking competence of those setting up, operating and maintaining plant, equipment or machinery. | | | |
| | 2.5 Give reasons as to why competences of those setting up, operating and maintaining plant, equipment or machinery should be checked. | | | |
| 3 Implement a system to update the deployment and allocation of plant, equipment or machinery, and operators, as the project progresses or changes occur | 3.1 Devise and action a system that tracks the deployment, allocation and use of plant, equipment or machinery. | | | |
| | 3.2 Explain the various methods of implementing an effective system that can update the deployment and allocation of plant, equipment or machinery as projects or operations progresses or changes occur. | | | |
| | 3.3 Explain why a system for updating the deployment and allocation of plant, equipment or machinery is needed. | | | |
| | 3.4 Make recommendations on the use of alternative types of plant, equipment or machinery to decision makers. | | | |
| | 3.5 Describe ways of recommending alternatives to decision makers. | | | |
| 4 Identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment | 4.1 Evaluate risks arising from hazards and apply measures in order to protect the workforce, general public, visitors and the environment relating to three of the following: <ul style="list-style-type: none"> • methods of work • risk assessment • safe use and storage of tools • safe use and storage of materials • traffic management • emergency plans | | | |
| | 4.2 Explain the various methods of identifying hazards and assessing risks arising from the use of plant, equipment or machinery. | | | |
| | 4.3 Describe ways to implement measures to protect people and the environment. | | | |

Assessor comments/feedback

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| L/508/0583 | Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace (continued) | Level 5 | 9 Credits |
| C102 | | | |

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|---|--|--|--|--|
| 5 Ensure that plant, equipment or machinery operations are planned, appropriately and supervised and conducted in accordance with current legislation | 5.1 Write or approve method statements for plant, equipment or machinery operations and pass the information on to the people concerned. | | | |
| | 5.2 Describe various methods of writing or approving method statements for the use of plant, equipment or machinery. | | | |
| | 5.3 Explain the techniques that can be used to pass on information effectively. | | | |
| | 5.4 Explain how to ensure that plant, equipment or machinery operations are supervised and conducted in accordance with current legislation. | | | |
| | 5.5 Establish the roles and responsibilities allocated to plant, equipment or machinery supervisors, operators and users. | | | |
| | 5.6 Explain how to maintain effective records for the competence of supervisors, operators and users. | | | |
| 6 Ensure the appropriate storage, servicing and maintenance of plant, equipment or machinery to meet operational and statutory requirements | 6.1 Arrange the storage, servicing and maintenance of plant, equipment or machinery. | | | |
| | 6.2 Carry out checks to ensure serviceability and maintenance of plant, equipment or machinery as appropriate to 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 | | | |
| | 6.3 Explain ways of ensuring, and why is important that, plant, equipment or machinery is stored, serviced and maintained in accordance with operational and statutory requirements. | | | |
| 7 Identify learning needs for supervisors, operators and users of plant, equipment or machinery that will or could support the project or future projects or operations | 7.1 Establish the learning needs of plant supervisors, operators and users and review the information obtained for at least two of the learning activities: <ul style="list-style-type: none"> • formal • informal • coached • mentored • vocationally qualified | | | |
| | 7.2 Explain the various methods of identifying learning needs of plant supervisors, operators and users and how to compare with the needs of future projects or operations. | | | |
| | 7.3 Describe ways of obtaining information on ranges of learning activities. | | | |
| | 7.4 Explain how the learning development for plant supervisors, operators and users can be arranged. | | | |

Assessor comments/feedback

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| L/508/0583 | Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace (continued) | Level 5 | 9 Credits |
| C102 | | | |

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| 8 Encourage those involved or affected by plant, equipment or machinery operations to suggest improvements in safe operations. | 8.1 Provide opportunities to at least four of the following in order to suggest improvements in safe operations: <ul style="list-style-type: none"> • supervisors • operators • users • other members of the workforce • members of the public • occupiers • neighbours • visitors • organisational representatives • hire firm(s), companies or agents | | | |
| | 8.2 Explain how to encourage those involved or affected by plant, equipment or machinery operations to suggest safe improvements. | | | |
| | 8.3 Explain why encouragement is needed in suggesting improvements to plant, equipment or machinery operations. | | | |
| 9 Ensure that plant, equipment or machinery which is no longer needed is returned or removed | 9.1 Make arrangements to allow plant, equipment or machinery to be, or specified to be, removed or returned. | | | |
| | 9.2 Describe the various methods of ensuring that plant, equipment or machinery not needed is returned or removed. | | | |
| | 9.3 Give reasons why plant, equipment or machinery should be returned or removed when not required. | | | |

Assessor comments/feedback

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|------------|---|----------------|------------------|
| M/503/2915 | Developing and Maintaining Good Occupational Working Relationships in the Workplace. | Level 5 | 8 Credits |
| 210v2 | | | |

The aim of this unit is to ensure that the candidate has the skills and knowledge required to develop and maintain effective working relationships in communicating information on proposed work activities with colleagues, employers, customers, contractors, suppliers and others involved in or affected by the work activities. Candidates will be required to provide the appropriate level and amount of information and provide clarification and advice where it is required. Candidates must be able to discuss alternatives and options and resolve any differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.

| Learning outcome. The learner will: | Assessment criteria. The learner can: | Evidence.ref.no | | |
|---|--|-----------------|--|--|
| 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. | | | |
| 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. | | | |
| 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. | | | |

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|-------------------|---|----------------|------------------|
| M/503/2915 | Developing and Maintaining Good Occupational Working Relationships in the Workplace. (continued) | Level 5 | 8 Credits |
| 210v2 | | | |

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| 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. | | | |

Assessor comments/feedback

Notes

Notes

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