



**GQA LEVEL 4 NVQ DIPLOMA IN CONTROLLING  
LIFTING OPERATIONS-SUPERVISING LIFTS  
(CONSTRUCTION)**

**Qualification Number 603/3814/3**

Issue 1: November 2018



GQA, Unit 1, 12 O' Clock Court, Attercliffe Road, Sheffield, S4 7WW  
Tel: 01142 720033, Email: [info@gqaqualifications.com](mailto:info@gqaqualifications.com),  
Website: [www.gqaqualifications.com](http://www.gqaqualifications.com)



# 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		
L/617/3372 531	Supervising Lifting Operations Using Lifting Equipment in the Workplace	3	12		
M/507/9538 C2	Maintaining Systems for Health, Safety, Welfare and Environmental Protection in the Workplace	4	8		
M/503/2915 210v2	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8		
D/507/9549 C13	Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3	8		
M/507/9541 C5	Coordinating and Organising the Control of Work in the Workplace	4	12		
D/600/7552 713	Allocating Work and Checking People's Performance in the Workplace	5	9		
A/507/9543 C7	Allocating and Monitoring the Use of Plant, Equipment or Machinery in the Workplace	4	9		
D/600/7521 708	Maintaining the Dimensional Accuracy of Work in the Workplace	3	8		

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

- |                              |                          |                         |                          |
|------------------------------|--------------------------|-------------------------|--------------------------|
| Observation in the workplace | <input type="checkbox"/> | Assessment of knowledge | <input type="checkbox"/> |
| Records of prior experience  | <input type="checkbox"/> | Witness statement(s)    | <input type="checkbox"/> |
| Testimonial(s)               | <input type="checkbox"/> | Photographic evidence   | <input type="checkbox"/> |
| Work records                 | <input type="checkbox"/> | External testing        | <input type="checkbox"/> |



## 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?

This is a work-based learning qualification that enables individuals to carry out the supervising of lifts in the Construction working environment. Candidates must prove competent to carry out at least two of the following checks during preparation work for lifting operations:

–for condition, for fit for purpose, on health and safety, on environmental or on people.

Candidates must also identify, select and/or acquire and maintain at least three of the following resources:

– people, plant, equipment or machinery, materials and components, sub-contractors, work and facilities, waste management, utility providers.

All work must be completed following Industry recognised Safe Working Practices and in accordance with relevant legislations.

This qualification is at Level 4, although some units may be at different levels and should be taken by those who are fully trained to deal with a range of tasks and situations.

The qualification consists of 8 mandatory units with a total credit value of 74 credits.

Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria, this qualification has a TQT of 740 hours.

Qualifications are also required to indicate the number of hours of teaching someone would normally need to gain the skills and knowledge to achieve the qualification. These are referred to as Guided Learning Hours (GLH). The GLH for this qualification is 317.

Unit Ref	Mandatory Units	Level	Credit
L/617/3372 531	Supervising Lifting Operations Using Lifting Equipment in the Workplace	3	12
M/507/9538 C2	Maintaining Systems for Health, Safety, Welfare and Environmental Protection in the Workplace	4	8
M/503/2915 210v2	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8
D/507/9549 C13	Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3	8
M/507/9541 C5	Coordinating and Organising the Control of Work in the Workplace	4	12
D/600/7552 713	Allocating Work and Checking People's Performance in the Workplace	5	9
A/507/9543 C7	Allocating and Monitoring the Use of Plant, Equipment or Machinery in the Workplace	4	9
D/600/7521 708	Maintaining the Dimensional Accuracy of Work in the Workplace	3	8

## 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      | * Photo/video evidence         |
| * Safety records                       | * Work diaries                 |
| * Training records                     | * Timesheets                   |
| * Audio records                        | * Telephone Logs               |
| * Job specifications and documentation | * Meeting records              |
| * Delivery Records                     | * Records of toolbox talks     |
| * Witness testimonies                  | * Equipment                    |
| * Correspondence with customers        | * Prepared materials and sites |
| * Notes and memos                      | * Completed work               |

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 national award. It is recommended that IQA 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 verification and hold the EQA national 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 EV'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 Verification 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**

# Collation of Evidence for Level 3 Qualifications

The definition of a Level 3 NVQ/SVQ is that competence in a broad range of varied work activities is performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

By the very nature of this, it is anticipated that Level 3 candidates will be able to provide evidence of their achievement drawn from successful work activities or projects, in other words, real examples of their work over time and range. All evidence should be dated, signed and authenticated/authorised by a recognised responsible person.

The following comments will help in the planning of evidence collection for Level 3 qualifications:

- Level 3 assessments are not normally carried out by the use of checklists
- Level 3 candidates are encouraged to provide evidence of their achievements drawn from their actual current work activities
- In many cases, evidence of achievement is not difficult to find
- Level 3 candidates should produce a CV that clearly indicates their relevant experience and achievement that contribute to the qualification
- A collation of evidence in the form of a Level 3 portfolio may be used to demonstrate competence against the standard
- The evidence must be cross referenced against the NVQ/SVQ standard (and where necessary justified)
- It may be appropriate for Level 3 candidates to undertake the related Level 2 qualification or some Level 2 units as a milestone/interim qualification
- Level 3 qualifications may include units of competence from Level 2 qualifications. If the candidate has already achieved any unit(s) and is regarded as currently competent then he/she will not be required to be reassessed on the same unit(s)
- Assessors will need to carry out performance and knowledge assessments for units/elements/pcs etc but the need for ongoing formal observations should not be as great if the candidate has produced a quality portfolio.

Some aspects of evidence may be subjected to independent assessment or enhanced external verification to satisfy the requirements of the standards setting body's assessment strategy

# 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 in 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.....



<b>L/617/3372</b>	<b>Supervising Lifting Operations Using Lifting Equipment in</b>	<b>Level 3</b>	<b>12</b>
<b>531</b>	<b>the Workplace</b>		<b>Credits</b>

The aim of this unit is to ensure the candidate has the skills and knowledge to prepare for and undertake supervision duties in compliance with given lift plans, statutory legislation and organisational procedures. Candidates must carry out at least two of the following checks during preparation work for lifting operations: for condition, for fit for purpose, on health and safety, on environmental and on people. Candidates must also prove competence to identify, select and/or acquire and maintain at least three of the following resources: people, plant, equipment or machinery, materials and components, sub-contractors, work and facilities, waste management and utility providers.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
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.			
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"> <li>– methods of works</li> <li>– risk assessments</li> <li>– safe use and storage of plant, equipment and machinery</li> <li>– safe use and storage of materials</li> <li>– traffic management</li> <li>– work permits</li> <li>– emergency plans</li> <li>– codes of practice</li> <li>– regulations.</li> </ul>			
	2.2 List and describe the current legislation and official guidance that applies directly to lifting operations using lifting equipment.			
3 Identify and assess faults and problems and recommend and implement corrective actions which conform to safe working methods and practices.	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"> <li>– work method data errors</li> <li>– construction errors</li> <li>– identification of further utilities</li> <li>– heritage concerns</li> <li>– environmental concerns</li> <li>– incorrect maintenance</li> <li>– identification of hazardous materials</li> <li>– breaches of security</li> <li>– documentation error/availability</li> <li>– certification error/availability</li> <li>– non-conforming plant, equipment or machinery.</li> </ul>			

L/617/3372	Supervising Lifting Operations Using Lifting Equipment in	Level 3	12
531	the Workplace (Continued)		Credits

	3.3 Describe how common lifting operation faults and problems can be identified.			
	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 Outline the types of corrective actions that could be applied to non-conforming plant, equipment or machinery and to typical lifting operations relevant to the occupational area or sector.			
4 Conduct pre-work checks to meet statutory requirements, official guidance and maintains safe working methods and practices.	4.1 Carry out at least two of the following checks during preparation work for lifting operations: – 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.			
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.			

<b>L/617/3372</b>	<b>Supervising Lifting Operations Using Lifting Equipment in</b>	<b>Level 3</b>	<b>12</b>
<b>531</b>	<b>the Workplace (Continued)</b>		<b>Credits</b>

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"> <li>– people</li> <li>– plant, equipment or machinery</li> <li>– materials and components</li> <li>– sub-contractors</li> <li>– work and facilities</li> <li>– waste management</li> <li>– utility providers.</li> </ul>			
	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.			

**Assessor comments/feedback**

<b>M/507/9538</b>	<b>Maintaining Systems for Health, Safety, Welfare and Environmental Protection in the Workplace</b>	<b>Level 4</b>	<b>8 Credits</b>
<b>C2</b>			

The aim of this unit is to ensure that the candidate has the skills and knowledge required to work safely in the construction industry, in accordance with organisation guidance, legislation and statutory requirements and promote a safety culture among workers and visitors to site. Candidates must ensure relevant statutory notices are displayed and that health, safety, welfare and environmental protection equipment and resources are fit for purpose. Knowledge of potential hazards, risk assessments, health risks and the recording and reporting of all accident and emergency procedures are required to meet the unit aims as is the need to be aware how to prevent re-occurrence. Finally candidates must be able to identify and report on sites or operational conditions that do not comply with organisational or statutory requirements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Encourage a culture of health, safety, welfare and environmental awareness	1.1 Develop initiatives which encourage a health, safety, welfare culture and consideration for the environment			
	1.2 Explain the various methods that can encourage a culture of health, safety, welfare and consideration for the environment			
2 Identify and recommend opportunities for improving health, safety and welfare for people on site or for specific operations.	2.1 Make recommendations following reviews that could improve health, safety or welfare on site or for specific operations			
	2.2 Explain how to identify opportunities that will improve health, safety and welfare for people on site or for specific operations			
	2.3 Describe the various methods to recommend improvements to health, safety and welfare systems			
3 Ensure the workforce and visitors to the site or specific operations are inducted and check the competence of those they are responsible for	3.1 Implement a system of checks to ensure that the workforce and visitors are inducted			
	3.2 Explain the various methods of ensuring that the workforce and visitors to the site or specific operational area are inducted and give reasons why this is important			
	3.3 Carry out checks to ensure that workers they are responsible for are competent for the relative tasks			
	3.4 Explain the various methods of ensuring that workers they are responsible for are competent for the relative tasks and give reasons why this is important			
4 Maintain accurate and appropriate statutory notices and 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			
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"> <li>• protective equipment</li> <li>• protective clothing</li> <li>• first aid facilities and arrangements</li> <li>• welfare facilities</li> <li>• storage and security of materials and equipment</li> <li>• accident and incident reporting systems</li> <li>• fire fighting equipment</li> <li>• provision of health, safety and welfare</li> </ul>			
	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.			

**Assessor comments/feedback**

M/507/9538	Maintaining Systems for Health, Safety, Welfare and Environmental Protection in the Workplace (continued)	Level 4	8 Credits
C2			

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 Develop and action a system that reports accidents and emergencies and is able to prevent recurrence.			
	6.4 Explain the various methods of implementing systems that meets organisational and statutory requirements for reporting accidents and emergencies, and operates to prevent recurrence			
	6.5 Give reasons for implementing an effective system to identify hazards, reduce risks and report accidents			
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"> <li>• construction specific health, safety, welfare and environmental legislation</li> <li>• recognised industry codes of practice</li> <li>• organisational procedures</li> </ul>			
	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			

**Assessor comments/feedback**

M/503/2915	<b>Developing and Maintaining Good Occupational Working Relationships in the Workplace</b>	<b>Level 5</b>	<b>8 Credits</b>
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 goodwill 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"> <li>• Appropriate timescales</li> <li>• Health and safety requirements</li> <li>• Coordination of work procedures</li> </ul>			
	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"> <li>• Colleagues</li> <li>• Employers</li> <li>• Customers</li> <li>• Contractors</li> <li>• Suppliers of products and services</li> <li>• Other people affected by the work/project</li> </ul>			
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"> <li>• Progress</li> <li>• Results</li> <li>• Achievements</li> <li>• Occupational problems</li> <li>• Occupational opportunities</li> <li>• Health and safety requirements</li> <li>• Coordinated work</li> </ul>			

<b>M/503/2915</b>	<b>Developing and Maintaining Good Occupational Working Relationships in the Workplace (continued)</b>	<b>Level 5</b>	<b>8 Credits</b>
<b>210v2</b>			

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**

<b>D/507/9549</b>	<b>Co-ordinating Preparation Work for Site or Lifting</b>	<b>Level 3</b>	<b>8 Credits</b>
<b>C13</b>	<b>Operations in the Workplace</b>		

The aim of this unit is to ensure that the candidate has the skills and knowledge required to interpret information to plan work activities, to prepare the site for the work programme, including how to ensure all involved in, or affected by, the programme are made aware. This includes ensuring site access, safety, welfare and security are agreed and comply with legislation and organisational guidelines. Candidates must also ensure that the required resources are available and that storage and use of materials, components and equipment is efficient with waste minimized. Candidates must also ensure that notices are in place to meet statutory and operational requirements and the implications if this is not done.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
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 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: <ul style="list-style-type: none"> <li>• survey reports</li> <li>• design documents</li> <li>• contractual documents</li> <li>• statutory consents</li> <li>• contractor’s pre-planning information</li> <li>• health, safety and environmental plans</li> <li>• risk assessments and/or method statements</li> <li>• programmes</li> <li>• records about the competence of people</li> <li>• sub-contractor arrangements and attendance</li> <li>• safe systems of work.</li> </ul>			
	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			
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"> <li>• occupiers</li> <li>• near neighbours</li> <li>• public access</li> <li>• site conditions</li> <li>• environmental considerations</li> <li>• vehicular access</li> <li>• security and trespass</li> <li>• public utilities</li> <li>• heritage status</li> </ul>			
	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.			

**Assessor comments/feedback**

<b>D/507/9549</b>	<b>Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace (continued)</b>	<b>Level 3</b>	<b>8 Credits</b>
<b>C13</b>			

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			
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"> <li>• people</li> <li>• plant, equipment or machinery</li> <li>• materials and components</li> <li>• sub-contractors</li> <li>• information</li> <li>• work area and facilities</li> <li>• waste management</li> <li>• utility providers</li> </ul>			
	5.2 Explain the methods that can confirm that resources are available and correct for projects or operations			
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 onsite	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"> <li>• storage</li> <li>• temporary accommodation</li> <li>• work areas</li> <li>• plant</li> <li>• temporary services</li> <li>• access and egress</li> <li>• security</li> <li>• continuing use of occupiers</li> <li>• waste management</li> <li>• pollution control</li> <li>• provision for pre-fabricated components and systems</li> <li>• existing fabric</li> </ul>			
	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.			

<b>D/507/9549</b>	<b>Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace (continued)</b>	<b>Level 3</b>	<b>8 Credits</b>		
<b>C13</b>					

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			
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			

**Assessor comments/feedback**

M/507/9541	<b>Coordinating and Organising the Control of Work in the Workplace</b>	<b>Level 4</b>	<b>12 Credits</b>
C5			

The aim of this unit is to provide the learner with the knowledge and skills to organise the control of work programmes using at least 3 of the following sources of information: 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.

Candidates must be able to communicate information on the programme of work to all relevant people and identify and obtain the resources required to meet the project requirements and timescales.

To complete the unit aims candidates must be able to organise and control sites to maintain and enhance site or operational safety and tidiness taking into account factors that could influence or affect the work programme.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
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"> <li>• surveys and reports</li> <li>• design</li> <li>• contractual</li> <li>• statutory consents</li> <li>• contractor's pre-planning information</li> <li>• health, safety and environmental plans</li> <li>• risk assessments and method statements</li> <li>• programmes</li> <li>• lift plans</li> <li>• competent people</li> <li>• sub-contractor arrangements and attendance</li> </ul>			
	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			
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			
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"> <li>• people</li> <li>• plant, equipment or machinery</li> <li>• materials and components</li> <li>• sub-contractors</li> <li>• information</li> <li>• work area and facilities</li> <li>• waste management</li> <li>• utility providers</li> </ul>			
	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			

**Assessor comments/feedback**

--

M/507/9541	Coordinating and Organising the Control of Work in the Workplace (continued)	Level 4	12 Credits	
C5				

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			
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"> <li>• occupiers</li> <li>• near neighbours</li> <li>• public access</li> <li>• site conditions</li> <li>• environmental considerations</li> <li>• vehicular access (including air and waterborne craft)</li> <li>• security and trespass</li> <li>• public utilities</li> <li>• heritage status</li> </ul>			
	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			

**Assessor comments/feedback**

D/600/7552	Allocating Work and Checking People's Performance in the Workplace	Level 5	9 Credits
713			

The aim of this unit is to provide the learner with the knowledge and skills to allocate work to individuals fairly and monitor the progress and quality of the work carried out. Candidates must provide clear information to individuals on the schedules, priorities and quality expected and provide feedback on performance. Candidates should be able to motivate individuals to complete the work as required by providing additional support and/ or resources as appropriate or requested. Candidates must also be able to identify unacceptable or poor performance and discuss ways to improve performance. Finally candidates must recognise successful achievement of work targets and be aware of how to pass information on performance to other relevant persons.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Confirm the programme or operations and schedules, identify priorities and critical activities, and plan how the work will be undertaken.	1.1 Identify and evaluate the priorities and critical activities in programmes or operations and schedules, and devise a plan on how the work will be undertaken.			
	1.2 Explain how to identify priorities and critical activities.			
	1.3 Explain methods of confirming programmes or operations and schedules.			
	1.4 Describe how the planning of work can be undertaken.			
2. Allocate work to team members, taking into account their current circumstances, and brief them on the quality standards or level expected.	2.1 Evaluate and assign work to team members and carry out briefings taking into account their: <ul style="list-style-type: none"> <li>• Skills</li> <li>• Knowledge</li> <li>• Experience</li> <li>• Workload</li> </ul>			
	2.2 Describe how to allocate work fairly to team members whilst taking into account their current circumstances.			
	2.3 Explain the methods and techniques on briefing team members about quality 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.			
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.			

<b>D/600/7552</b>	<b>Allocating Work and Checking People's Performance in the Workplace (continued)</b>	<b>Level 5</b>	<b>9 Credits</b>
<b>713</b>			

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.			

***Assessor comments/feedback***

<b>A/507/9543</b>	<b>Allocating and Monitoring the Use of Plant, Equipment or Machinery in the Workplace</b>	<b>Level 4</b>	<b>9 Credits</b>
<b>C7</b>			

The aim of this unit is to ensure the individual has the required knowledge and skills to produce clear requests for plant, equipment or machinery which meets the needs of projects or operations and ensure and record that plant, equipment or machinery meets operational and statutory requirements prior to use in the workplace. Candidates must prove competent to allocate the plant, machinery or equipment and issue instructions for use to operators and others directly involved. Candidates must also keep records of the use.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
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"> <li>static</li> <li>mobile</li> <li>accessories</li> <li>consumables</li> <li>health and safety equipment</li> <li>specialised hand tools</li> <li>standard plant, equipment or machinery</li> <li>non-standard plant, equipment or machinery</li> </ul>			
	1.2 Describe the types, formats and methods of producing requests for plant, equipment or machinery that will meet the needs of projects			
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			
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"> <li>methods of work</li> <li>risk assessment</li> <li>safe use and storage of tools</li> <li>safe use and storage of materials</li> <li>traffic controlling (including air and waterborne craft)</li> <li>emergency plans</li> </ul>			
	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			
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			

<b>A/507/9543</b>	<b>Allocating and Monitoring the Use of Plant, Equipment or Machinery in the Workplace (continued)</b>	<b>Level 4</b>	<b>9 Credits</b>
<b>C7</b>			

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			
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			
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"> <li>• health, safety and welfare of the workforce and others</li> <li>• operational efficiency</li> <li>• security of resources</li> <li>• obligations to third parties</li> <li>• regulatory authorities</li> <li>• contractual commitments</li> </ul>			
	8.3 Explain 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			
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			

**Assessor comments/feedback**

<b>D/600/7521</b>	<b>Maintaining the Dimensional Accuracy of Work in the Workplace</b>	<b>Level 3</b>	<b>8 Credits</b>
<b>708</b>			

The aim of this unit is to provide the learner with the knowledge and skills to provide the workforce with specific and accurate information to position, align and level the work or load covering at least 4 of the following: 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 or centres of gravity.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
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"> <li>• Lines (can include the placing of loads)</li> <li>• Levels (can include load levels)</li> <li>• Angles (can include lifting accessory angles)</li> <li>• Distances</li> <li>• Curves</li> <li>• Positions</li> <li>• Setting out points</li> <li>• Loads</li> <li>• Centres of gravity</li> </ul>			
	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.			
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"> <li>• Transfer of lines and levels</li> <li>• Use of incorrect lines and levels</li> <li>• Calculations</li> <li>• Given information</li> </ul>			
	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.			
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"> <li>• Environmental</li> <li>• Unforeseen</li> <li>• Planned</li> </ul>			
	4.2 Explain the methods and procedures that can be used to revise work practices.			

D/600/7521	Maintaining the Dimensional Accuracy of Work in the Workplace (continued)	Level 3	8 Credits	
708				

	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 deviations are found.			

**Assessor comments/feedback**

# *Notes*

# *Notes*

GQA, Unit 1, 12 O'Clock Court, Attercliffe Road, Sheffield, S4 7WW  
Tel: 0114 272 0033/272 0080  
Email: [info@gqaqualifications.com](mailto:info@gqaqualifications.com) Website: [www.gqaqualifications.com](http://www.gqaqualifications.com)