



## **Level 5 NVQ Diploma in Controlling Lifting Operations – Planning Lifts (Construction)**

### **Qualification Specification**

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## Introduction

The ProQual Level 5 NVQ Diploma in Controlling Lifting Operations – Planning Lifts qualification provides a nationally recognised qualification for individuals who specialise in planning the preparation of site and work activities and planning the lifting activities using cranes and/or lifting equipment to demonstrate their competence.

The awarding body for the qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for this qualification has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

This qualification has been accredited onto the Regulated Qualifications Framework (RQF) and it provides a progression route to discipline related qualifications.

## Qualification Profile Level 5 NVQ Diploma in Controlling Lifting Operations – Planning Lifts (Construction)

Qualification title	<b>ProQual Level 5 NVQ Diploma in Controlling Lifting Operations – Planning Lifts</b>
Ofqual qualification number	601/7662/3
Level	Level 5
Total qualification time	890
Guided learning hours	274
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/10/15
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

To achieve the qualification candidates must complete ALL of the Mandatory units:

Mandatory Units			
Unit Reference Number	Unit Title	Unit Level	GLH
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	27
J/504/8747	Planning Lifting Activities Using Cranes and/or Lifting Equipment in the Workplace	5	70
R/504/8749	Planning and Establishing Health, Safety, Welfare and Environmental Systems for Lifting Operations in the Workplace	5	57
M/504/8547	Planning Activities and Resources to Meet Work Requirements in the Workplace	4	40
M/600/7328	Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace	6	30
M/600/7331	Planning the Preparation of the Site for the Project or Operation in the Workplace	6	30
Y/600/7341	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	5	20

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

### Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for the construction sector.

## Assessment

This qualification is competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualification must be assessed in line with the Construction Sector Qualifications Strategy and must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- observation report by assessor
  - assignments/projects/reports
  - professional discussion
  - witness testimony
  - candidate product
  - worksheets
  - record of oral and written questioning
  - Recognition of Prior Learning

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do. **Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

*Learning outcomes and assessment criteria can be found from page 8.*

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the requirements for qualifications will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

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### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the requirements for a qualification. All certificates will be issued to the centre for successful candidates.

### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

# Learning Outcomes and Assessment Criteria

## Unit M/503/2915

### Developing and Maintaining Good Occupational Working Relationships in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Develop, maintain and encourage working relationships to promote good will and trust.</p>	<p>1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.</p> <p>1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.</p> <p>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.</p> <p>1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.</p>
<p>2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.</p>	<p>2.1 Communicate on the following work activity information to relevant people following organisational procedures:</p> <ul style="list-style-type: none"> <li>– appropriate timescales</li> <li>– health and safety requirements</li> <li>– co-ordination of work procedures.</li> </ul> <p>2.2 Explain the different methods and techniques used to inform relevant people about work activities.</p> <p>2.3 Explain the effects of not informing relevant people with the expected level of urgency.</p>



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

		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>– co-ordinated work.</li></ul>
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.

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- |   |  |     |  |
|---|--|-----|--|
| 5 | Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect. | 4.3 | Explain the methods of suggesting alternative proposals.   |
|   |  | 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. |

## Unit J/504/8747

# Planning Lifting Activities Using Cranes and/or Lifting Equipment in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Confirm work requirements against sourced information when planning lifting activities using cranes and/or lifting equipment.	<p>1.1 Identify and establish the operational requirements for a range of lifting activities in the workplace.</p> <p>1.2 Consult with and utilise at least six of the following information sources when planning lifting activities:</p> <ul style="list-style-type: none"><li>– survey reports</li><li>– designs</li><li>– contractual</li><li>– statutory consents</li><li>– risk assessments</li><li>– method statements</li><li>– programmes</li><li>– records about the competence of people</li><li>– sub-contractor arrangements</li><li>– health, safety and environmental plans</li><li>– Utilities</li><li>– work permits</li><li>– local authorities</li><li>– highway authorities</li><li>– clients.</li></ul> <p>1.3 Explain ways that allows confirmation of operational requirements against sourced information when planning lifting activities.</p> <p>1.4 Explain who needs to be consulted with and why when confirming the work requirements for lifting activities.</p>
2 Identify and review influencing factors and guidance material about the work environment and resources.	<p>2.1 Take into account at least four of the following influencing factors when planning a range of lifting activities:</p> <ul style="list-style-type: none"><li>– organisational requirements</li><li>– contractual requirements</li><li>– statutory requirements</li><li>– resource allocation</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 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:

  - 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.
- 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

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

		<ul style="list-style-type: none"><li>– compromised operational effectiveness</li><li>– weather conditions</li><li>– use or change of use</li><li>– current legislation</li><li>– plant, equipment and machinery</li><li>– workforce</li><li>– resources</li><li>– security threats</li><li>– external factors.</li></ul>
		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: <ul style="list-style-type: none"><li>– access equipment</li><li>– crawler cranes</li><li>– drilling rigs</li><li>– excavators</li><li>– floating lifting equipment</li><li>– hoists</li><li>– knuckle boom cranes</li><li>– lorry loaders</li><li>– masted forklifts</li><li>– mobile cranes</li><li>– non-mechanised lifting equipment</li><li>– overhead cranes</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 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.
- 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.

## Unit R/504/8749

# Planning and Establishing Health, Safety, Welfare and Environmental Systems for Lifting Operations in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- |   |  |  |
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| 4 | Ensure the identification of health, safety, welfare and environmental protection equipment and resources in order to comply with current legislation. | 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.  |
|   | 4.1  | 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"><li>– protective clothing</li><li>– protective equipment</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>– firefighting equipment</li><li>– provision of health, safety and welfare training.</li></ul> |
|   | 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.   |



Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>5 Implement systems which meet organisational and statutory requirements to identify hazards, reduce risks and maintain the health, safety and welfare of people.</p>	<p>5.1 Specify systems that allows for the identification of hazards and the reduction of risks.</p> <p>5.2 Specify systems that allow the reporting and reviewing of accidents and emergencies which allows the prevention of recurrences.</p> <p>5.3 Explain how systems for identifying hazards which meet organisational and statutory requirements can be implemented.</p> <p>5.4 Explain how systems for accident, incident and emergency reporting can be implemented.</p> <p>5.5 Explain possible ways of evaluating accidents, incident and emergencies and ways that recurrences can be prevented.</p> <p>5.6 Give reasons why systems that identify hazards, reduce risks and report accident are needed, and explain possible outcomes should prescribed systems be ineffective or non-existent.</p>
<p>6 Review health, safety, welfare and environmental protection systems on previous lifting operations in accordance with organisational and statutory requirements.</p>	<p>6.1 Implement systems that allows for reviews to be carried out on a range of completed lifting operations.</p> <p>6.2 Identify health, safety, welfare and environmental issues against organisational and statutory requirements on previous completed lifting operations.</p> <p>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.</p> <p>6.4 Explain how the results of reviews of previous lifting operations can affect the planning of future operations.</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

7 Assess the significance of environmental factors as they affect the lifting operation and take appropriate action.

- 6.5 Explain how to check whether previous lifting operations complied with organisational and/or statutory requirements.
- 7.1 Identify, examine and consider at least four of the following environmental factors when planning a range of lifting activities.
- 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 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.

## Unit M/504/8547

# Planning Activities and Resources to Meet Work Requirements in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Organise activities to make the most efficient use of the available resources.	<p>1.1 Plan and implement work activities that efficiently use at least four of the following resources:</p> <ul style="list-style-type: none"><li>– people</li><li>– plant, equipment or machinery</li><li>– materials and components</li><li>– sub-contractors</li><li>– information</li><li>– work area and facilities</li><li>– waste management</li><li>– utility providers.</li></ul> <p>1.2 Explain different possible ways of organising work activities that can make the best use of resources.</p> <p>1.3 Give reasons why work activities need to be organised to make the best use of resources.</p> <p>1.4 Explain the effects on work programmes and schedules if resources are not effectively organised.</p>
2 Evaluate alternative methods, resources and systems to select the best solution to meet programmes and schedules.	<p>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.</p> <p>2.2 Explain the different ways of evaluating alternative resources, methods and systems to meet work programmes, operations and schedules.</p> <p>2.3 Explain the different methods of evaluating information in order to select</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
3 Obtain clarification or advice from various sources where the resources needed are not available.	<p>best solutions to meet work programmes, operations and schedules.</p> <p>3.1 Request and procure advice or clarification to determine required resources from at least three of the following:</p> <ul style="list-style-type: none"><li>– client, customer or their representative</li><li>– consultants</li><li>– lift planner</li><li>– project team</li><li>– practice research</li><li>– technical publications</li><li>– trade literature</li><li>– other team members.</li></ul> <p>3.2 Explain methods of selecting potential sources for clarification and advice for a range of work programmes.</p> <p>3.3 Outline the types of information that could be gained from various information sources.</p> <p>3.4 Explain the different methods of and reasons for obtaining clarification and advice when the resources needed are not available.</p>
4 Analyse activities against project or operation data and the requirements of external factors.	<p>4.1 Examine a range of work activities using a production study, works study production analysis against three of the following external factors:</p> <ul style="list-style-type: none"><li>– other related programmes</li><li>– supply lead times</li><li>– contingencies</li><li>– special working conditions</li><li>– statutory limitations</li><li>– site conditions</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 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:
    - 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.

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

6 Implement systems to monitor and record works against programmes and schedules, and use the results to improve future production and planning.

5.5 Describe the ways and means of suggesting updates to existing programmes and schedules to decision makers.

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.

## Unit M/600/7328

# Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Assess and evaluate project or operational data in order to identify work methods.	<p>1.1 Examine at least five of the following types of project or operational data that can identify required work methods:</p> <ul style="list-style-type: none"><li>– conditions of contract</li><li>– bills of quantities or methods of measurement</li><li>– specifications</li><li>– drawings</li><li>– health, safety and environmental plans</li><li>– programmes and schedules</li><li>– organisational requirements</li><li>– instructions and variations</li><li>– information on materials</li><li>– survey reports</li><li>– design data</li><li>– statutory consents</li><li>– sub-contractor arrangements and attendance</li><li>– method statements and/or risk assessments</li><li>– safe systems of work.</li></ul> <p>1.2 Explain different methods and techniques that allows the assessment and evaluation of available project or operational data.</p> <p>1.3 Explain how work methods can be identified from the assessment and evaluation of project or operational data.</p> <p>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.</p>
2 Obtain additional information from other sources in cases where the available project or operational data is insufficient.	<p>2.1 Carry out consultations with and/or examine at least two of the following other sources:</p> <ul style="list-style-type: none"><li>– the client, customer or their representative</li><li>– contractors</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 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:

    - 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.
- 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:

    - materials performance and availability
    - health and safety
    - fire protection
    - access
    - plant, equipment or machinery performance and availability
    - traffic management
    - environmental issues
    - cost benefit



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 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:
    - the client, customer or their representative

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 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

## Unit M/600/7331

# Planning the Preparation of the Site for the Project or Operation in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.	<p>1.1 Maintain, verify and update the project or operation plan using at least four of the following sources of information:</p> <ul style="list-style-type: none"><li>– survey reports</li><li>– design information</li><li>– contractual information</li><li>– statutory consents</li><li>– contracts pre-planning information</li><li>– health, safety and environmental plans</li><li>– risk assessments and method statements</li><li>– programmes and schedules</li><li>– about competent people</li><li>– sub-contractor arrangements and attendance.</li></ul> <p>1.2 Describe different ways of assembling information needed for the preparation of the project or operation plan.</p> <p>1.3 Explain techniques that can be used to clarify project information that is not clear.</p> <p>1.4 Explain the procedures that can be implemented that keeps project or operation information up to date.</p> <p>1.5 Give reasons why information should be assembled, clarified and kept up to date, and explain the consequence if this is not undertaken.</p>
2 Identify factors for consideration, record them and pass them on to people who may be affected.	<p>2.1 Identify and record preparation information in which at least four of the following factors have been considered:</p> <ul style="list-style-type: none"><li>– occupiers</li><li>– near neighbours</li><li>– public access</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

	<ul style="list-style-type: none"><li>– site conditions</li><li>– environment considerations</li><li>– vehicular access</li><li>– security and trespass</li><li>– public utilities</li><li>– heritage status</li><li>– sustainability.</li></ul>
	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.
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"><li>– people</li><li>– plant, equipment or machinery</li></ul>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

		<ul style="list-style-type: none"><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>
	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.

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>7.6 Describe the factors that should be taken into account when planning the layout of sites or areas for operations.</p> <p>7.7 Explain methods and techniques of communicating information about site or area layout plans.</p> <p>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.</p>
<p>8 Ensure notices to people, which provide information that complies with current legislation, are placed and maintained.</p>	<p>8.1 Identify the types and number of notices required for the site or operation and ensures that they meet current legislation.</p> <p>8.2 Arrange for the positioning of relevant notices at specified locations.</p> <p>8.3 Produce a maintenance schedule for relevant notices.</p> <p>8.4 Explain ways and methods of placing and maintaining information notices for people, the public, visitors and workforce.</p> <p>8.5 Give reasons for maintaining notices for people, the public, visitors and the workforce and explain the possible consequences should this not happen.</p> <p>8.6 Explain how maintenance schedules for information notices can be prepared and implemented.</p>

## Unit Y/600/7341

# Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.



Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Implement a system to update the deployment and allocation of plant, equipment or machinery, and operators, as the project progresses or changes occur.</p>	<p>3.1 Devise and action a system that tracks the deployment, allocation and use of plant, equipment or machinery.</p> <p>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.</p> <p>3.3 Explain why a system for updating the deployment and allocation of plant, equipment or machinery is needed.</p> <p>3.4 Make recommendations on the use of alternative types of plant, equipment or machinery to decision makers.</p> <p>3.5 Describe ways of recommending alternatives to decision makers.</p>
<p>4 Identify hazards and assess risks arising from the use of plant, equipment or machinery and implement measures that protect people and the environment.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>– methods of work</li> <li>– risk assessment</li> <li>– safe use and storage of tools</li> <li>– safe use and storage of materials</li> <li>– traffic management</li> <li>– emergency plans.</li> </ul> <p>4.2 Explain the various methods of identifying hazards and assessing risks arising from the use of plant, equipment or machinery.</p> <p>4.3 Describe ways to implement measures to protect people and the environment.</p>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

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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:<br>– health, safety and welfare of the workforce and others<br>– operational efficiency<br>– security of resources<br>– obligations to third parties<br>– regulatory authorities |

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- contractual commitments.
- 6.3 Explains 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:

    - formal
    - informal
    - coached
    - mentored
    - vocationally qualifying.
  - 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.
- 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:

    - supervisors
    - operators
    - users
    - other members of the workforce
    - members of the public

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 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.



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