# GQA LEVEL 2 NVQ DIPLOMA IN CONTROLLING
# LIFTING OPERATIONS - SLINGER/SIGNALLER (CONSTRUCTION) V2

# Qualification Number
# 610/0887/4

# 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** | | |
| A/503/1170 | 641 | Conforming to General Health, Safety and Welfare in the Workplace | 1 | 2 | | |
| J/503/1169 | 642 v1 | Conforming to productive work practices in the workplace | 2 | 3 | | |
| M/650/2523 | 402 v3 | Slinging, signalling and the movement of suspended loads in the workplace | 2 | 38 | | |

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

| | | | |
|---|---|---|---|
| Observation in the workplace | ☐ | Assessment of knowledge | ☐ |
| Records of prior experience | ☐ | Witness statement(s) | ☐ |
| Testimonial(s) | ☐ | Photographic evidence | ☐ |
| Work records | ☐ | External testing | ☐ |

Passport Style
Candidate Photo
(Mandatory)

**COMPETENCE COMPLETION SIGNATURES**

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

| | Name and Signature | Date |
|---|---|---|
| Candidate | | |
| Lead Assessor | | |
| Internal Verifier | | |
| EQA | | |

# Introduction to the Qualification

**Who is this Qualification for?**

This qualification is aimed at those who have responsibility for controlling Slinging/Signalling activities in support of the movement of loads by crane operators. Candidates will be required to demonstrate skills and knowledge to select and attach appropriate lifting accessories and, on completion of the tasks, the candidate must ensure all loads are made safe and lifting accessories stored for future effective and efficient use.  All work must be completed following Industry recognised Safe Working Practices and in accordance with relevant legislation.

This qualification is at Level 2, although some units may be at different levels and should be taken by those who are fully trained to deal with routine assignments. Candidates should require minimum supervision in undertaking the job.

**What is required from candidates?**

GQA qualifications are made up of a number of units that have a credit value or credits. This qualification is made up of 3 mandatory units, which have a total of 43 credits.

The units are made up of the things those working in these job roles need to know and the tasks they need to be able to do to carry out the work safely and correctly. These are called Learning Outcomes, and all must be met to achieve the unit.

| Unit Ref | | Title | Level | Credit |
|----------|--------|-------|-------|--------|
| **Mandatory Units** | | | | |
| A/503/1170 | 641 | Conforming to General Health, Safety and Welfare in the Workplace | 1 | 3 |
| J/503/1169 | 642 v1 | Conforming to productive work practices in the workplace | 2 | 2 |
| M/650/2523 | 402 v3 | Slinging, signalling and the movement of suspended loads in the workplace | 2 | 38 |

Achievement of the required credit indicated above will mean the qualification has been completed and GQA will provide the Certificate with the qualification title. Where a candidate has completed additional credits the Certificate will list these as "additional credits", in cases where the candidate has not completed the requirements of the full qualification and will not go on to do so, a Certificate of credit can be issued for the credits achieved.

**Assessment guidance**

Evidence should show that candidates 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 candidates 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 books/reporting systems
- Safety records
- Training records
- Audio evidence
- Job documentation
- Witness testimonies
- Notes and memos
- Photo/video evidence
- Work diaries
- Timesheets
- Materials
- Work schedules and records
- Equipment

**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.

Internal Verifiers 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 Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

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

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

## 2.3 Centre Approval, Monitoring Reviews and Quality Assurance

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

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

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

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

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

## 3. Qualification / Unit of Credit Candidates

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

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

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

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier 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:
    o Dealing with emergencies
    o Dealing with accidents
    o Certain pre-approved real time simulators
    o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

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

## Knowledge evidence

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

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

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

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

# Candidate Declaration

Candidate Name...............................................................................................................................

Centre/Company Name.....................................................................................................................

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

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

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

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

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

Candidate signature....................................................

Date.................................................................

# Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

| Production/Process Activity Relevant to the Achievement of this Qualification | Contributory to: Units/Elements |
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| A/503/1170 641 | Conforming to General Health, Safety and Welfare in the Workplace | Level 1 | 2 Credits |
|---|---|---|---|

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. Candidates must understand safety and warning notices, potential hazards, risk assessments, health risks and the recording and reporting of all Health and Safety related matters. Knowledge of protective and Health and Safety control equipment, accident and emergency procedures including evacuation and types of fire extinguishers are also required. This knowledge must cover the safety of the general public as well as site personnel and resources. All work carried out must also comply with legislation that covers the disposal of waste or consumable items.

| Learning outcome. The learner will: | Assessment criteria. The learner can: | Evidence Ref No | | |
|---|---|---|---|---|
| 1 Comply with all workplace health, safety and welfare legislation requirements. | 1.1 Use Health and Safety equipment safely to carry out the activity in accordance with legislation and organisational requirements | | | |
| | 1.2 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area. | | | |
| | 1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment. | | | |
| | 1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:<br>  –  collective protective measures<br>  –  personal protective equipment (PPE)<br>  –  respiratory protective equipment (RPE)<br>  –  local exhaust ventilation (LEV). | | | |
| | 1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions. | | | |
| | 1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment. | | | |
| | 1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area. | | | |
| | 1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work. | | | |
| 2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures. | 2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures. | | | |
| | 2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities. | | | |
| | 2.3 List the current Health and Safety Executive top ten safety risks. | | | |
| | 2.4 List the current Health and Safety Executive top five health risks. | | | |
| | 2.5 State how changing circumstances within the workplace could cause hazards. | | | |
| | 2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace. | | | |

| A/503/1170 | | Level 1 | 2 Credits |
|---|---|---|---|

| 641 | Conforming to General Health, Safety and Welfare in the Workplace (continued) | | | |
|---|---|---|---|---|

| 3 Comply with organisational policies and procedures to contribute to health, safety and welfare. | 3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices. | | | |
|---|---|---|---|---|
| | 3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare. | | | |
| | 3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures. | | | |
| | 3.4 Safely store health and safety control equipment in accordance with given instructions. | | | |
| | 3.5 Dispose of waste and/or consumable items in accordance with legislation. | | | |
| | 3.6 State the organisational policies and procedures for health, safety and welfare, in relation to:<br>– dealing with accidents and emergencies associated with the work and environment<br>– methods of receiving or sourcing information<br>– reporting<br>– stopping work<br>– evacuation<br>– fire risks and safe exit procedures<br>– consultation and feedback. | | | |
| | 3.7 State the appropriate types of fire extinguishers relevant to the work. | | | |
| | 3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance. | | | |
| 4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area. | 4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare. | | | |
| | 4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:<br>– recognising when to stop work in the face of serious and imminent danger to self and/or others<br>– contributing to discussions and providing feedback<br>– reporting changed circumstances and incidents in the workplace<br>– complying with the environmental requirements of the workplace. | | | |
| | 4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace. | | | |
| 5 Comply with and support all organisational security arrangements and approved procedures. | 5.1 Provide appropriate support for security arrangements in accordance with approved procedures:<br>– during the working day<br>– on completion of the day's work<br>– for unauthorised personnel (other operatives and the general public)<br>– for theft. | | | |
| | 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources. | | | |

**Assessor comments**

| J/503/1169 642 | Conforming to Productive Working Practices in the Workplace | Level 2 | 3 Credits |
|---|---|---|---|

The aim of this unit is to ensure that the candidate has the skills and knowledge required to communicate with colleagues, management and customers to plan, implement and record information in the Construction working environment. This includes the use and completion of documentation in line with Organisational guidelines, meeting deadlines and specifications while maintaining effective working relationships. Candidates will also have to understand the importance of working relationships have on productive working and how to ensure equality and diversity principles are applied when working and communicating with others. Candidates must also have an understanding of how work activities can make a positive contribution to the environment, including knowledge of low and zero carbon requirements.

| Learning outcome. The learner will: | Assessment criteria. The learner can: | Evidence.ref.no | | |
|---|---|---|---|---|
| 1 Communicate with others to establish productive work practices. | 1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively. | | | |
| | 1.2 Describe the different methods of communicating with line management, colleagues and customers. | | | |
| | 1.3 Describe how to use different methods of communication to ensure that the work carried out is productive. | | | |
| 2 Follow organisational procedures to plan the sequence of work. | 2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work. | | | |
| | 2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively. | | | |
| | 2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to:<br>– using resources for own and other's work requirements<br>– allocating appropriate work to employees<br>– organising the work sequence<br>– reducing carbon emissions. | | | |
| | 2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment. | | | |
| 3 Maintain relevant records in accordance with the organisational procedures. | 3.1 Complete relevant documentation according to the occupation as required by the organisation. | | | |
| | 3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: – job cards<br>– worksheets<br>– material/resource lists<br>– time sheets. | | | |
| | 3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales. | | | |

**Assessor comments/feedback**

| J/503/1169 642 | Conforming to Productive Working Practices in the Workplace (continued) | Level 2 | 3 Credits |
|---|---|---|---|

| 4 Maintain good working relationships when conforming to productive working practices. | 4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/ or other relevant people involved in the work to maintain good working relationships. | | | |
|---|---|---|---|---|
| | 4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others. | | | |
| | 4.3 Describe how to maintain good working relationships, in relation to:<br>– individuals<br>customer and operative<br>operative and line management<br>– own and other occupations. | | | |
| | 4.4 Describe why it is important to work effectively with line management, colleagues and customers. | | | |
| | 4.5 Describe how working relationships could have an effect on productive working. | | | |
| | 4.6 Describe how to apply principles of equality and diversity when communicating and working with others. | | | |

**Assessor comments/feedback**

| Title | Slinging, signalling and the movement of suspended loads in the workplace | | | | | | |
|---|---|---|---|---|---|---|---|
| GQA ref | 402v3 | Level | 2 | Credit value | 38 | GLH | 170 |
| Regulatory ref | M/650/2523 | | | | | | |
| Unit aims | The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to sling and signal for the lifting and movement of suspended loads to given instructions for the following:<br><br>• balanced loads<br><br>• unbalanced loads<br><br>• loose loads<br><br>• bundled loads<br><br>• containerised loads<br><br>• where the operator does not have clear sight of the load<br><br>All work must be carried out the work to meet the specification efficiently and safely | | | | | | |

| Learning outcomes<br><br>*The learner will be able to:* | Assessment criteria<br><br>*The learner can:* | Evidence.ref.no | | |
|---|---|---|---|---|
| 1 Interpret the information relating to the work and resources | 1.1 Interpret the information relating to the lifting operation, lifting accessories, equipment and loads from the following sources:<br>– drawings<br>– specifications<br>– schedules<br>– risk assessments<br>– method statements<br>– lift plans<br>– verbal briefings<br>– manufacturers' information | | | |
| | 1.2 Check the information for the lifting operation is appropriate with regard to the available resources, lifting accessories, load data and calculations in relation to:<br>– weight<br>– quantity<br>– length | | | |
| | 1.3 Communicate with the relevant people when problems are identified with the information provided | | | |
| | 1.4 Explain why organisational procedures have been developed and how they are implemented | | | |
| | 1.5 Describe the types of information, their source and how they are interpreted in relation to:<br>– drawings<br>– specifications<br>– schedules<br>– method statements<br>– risk assessments<br>– lift plans<br>– verbal briefings<br>– manufacturers' information | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 1.6 | Describe how to report and rectify inappropriate information, and how this is implemented in relation to:<br>– drawings<br>– specifications<br>– schedules<br>– method statements<br>– risk assessments<br>– lift plans<br>– verbal briefings<br>– manufacturers' information | | | |
| | | 1.7 | Describe the organisational procedures for identifying and rectifying problems with information within own authority and why it is important that they are followed | | | |
| | | 1.8 | Explain why it is important that problems with the information, resources or methods of work are relayed immediately to relevant people dependant on whether they are:<br>– within own authority to rectify<br>– require organisational reporting procedures | | | |
| 2 | Organise and work with others, to establish how the task is to be conducted and communicated to team members | 2.1 | Organise and work with others, to check and establish how the task is to be conducted | | | |
| | | 2.2 | Communicate using discussions, sketches, electronic data, briefings, signalling and radio communications with the following lifting team members:<br>– lift planner or appointed person<br>– lifting operations supervisor<br>– other signallers<br>– lifting equipment operators<br>– ancillary workers<br>– other occupations associated with the lifting operation | | | |
| | | 2.3 | Describe how to communicate using discussions, sketches, electronic data, briefings, signalling and radio communications with the following lifting team members:<br>– lift planner or appointed person<br>– lifting operation supervisor<br>– other signallers<br>– lifting equipment operators<br>– ancillary workers<br>– other occupations associated with the lifting operation | | | |
| | | 2.4 | Describe how to organise the materials, components and equipment relating to types, quantity, quality, size and the sustainability of standard and specialist:<br>– lifting accessories<br>– signalling and communication equipment<br>– hand tools and ancillary equipment | | | |

| | | 2.5 | Explain the skills required to carry out the work in relation to other occupations | | | |
|---|---|---|---|---|---|---|
| 3 | Comply with organisational procedures and official guidance | 3.1 | Comply with the information provided and organisational procedures to avoid risk in relation to the following:<br>– methods of work<br>– safe use of health, safety and environmental control measures<br>– safe use and storage of tools and equipment<br>– safe use, storage and handling of lifting accessories<br>– safe use of any access equipment<br>– specific risks to safety, health and welfare<br>– specific risks to the work area and local environment | | | |
| | | 3.2 | List the legislation, official guidance and approved code of practice related to own occupation and relevant organisational procedures and describe how they are applied in relation to the operative's responsibilities regarding potential accidents, health hazards and the environment in the workplace | | | |
| | | 3.3 | Explain how emergencies should be responded to and who should respond in relation to:<br>– fires<br>– spillages<br>– injuries<br>– emergencies relating to occupational activities | | | |
| | | 3.4 | Describe the organisational security procedures for relevant tools, equipment and personal belongings in relation to:<br>– site<br>– workplace<br>– company<br>– operative | | | |
| | | 3.5 | Explain the accident reporting procedures and who is responsible for making reports | | | |
| | | 3.6 | Explain why, when and how health and safety control equipment should be used in relation to:<br>– collective protection measures<br>– personal protective equipment (PPE)<br>– respiratory protective equipment (RPE)<br>– local exhaust ventilation (LEV) | | | |

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| | | 3.7 | Describe how to comply with safe and environmentally responsible work practices to meet the requirements of current organisational procedures and official guidance when dealing with potential accidents, health hazards and the environment in relation to:<br><br>– below ground level<br>– in confined or restricted spaces<br>– at height<br>– tools and equipment<br>– materials and substances<br>– movement and storage of materials by manual handling or mechanical lifting | | | |
| 4 | Select the required resources for lifting operations | 4.1 | Select required resources for the lifting operations including:<br><br>– lifting accessories<br>– lifting aids<br>– hand tools and ancillary equipment<br>– signalling and communication equipment | | | |
| | | 4.2 | Identify the characteristics, type, quantity, quality, uses, sustainability, limitations and defects associated with the materials, components and equipment and explain why they are important and how defects should be rectified in relation to:<br>– lifting accessories<br>– signalling and communication equipment<br>– hand tools and ancillary equipment | | | |
| | | 4.3 | Explain why the organisational procedures have been developed for the selection of resources and how they are used | | | |
| | | 4.4 | Describe how the resources should be used and how any problems associated with deviation from given information, incorrect use of resources or methods of work are reported in relation to:<br>– own authority to rectify<br>– organisational reporting procedures | | | |
| | | 4.5 | Explain how to report unsuitable resources such as: materials, components and equipment relating to types, quantity, quality, size and the sustainability of standard and specialist:<br>– lifting accessories<br>– signalling and communication equipment<br>– hand tools and ancillary equipment | | | |
| 5 | Minimise the risk of damage by complying with organisational procedures | 5.1 | Comply with organisational procedures to minimise risk and prevent damage in relation to the following:<br>– protecting the loads, work and surrounding area from damage<br>– maintaining a clear and tidy work space<br>– disposing of waste in accordance with organisational procedures, regulations and official guidance | | | |

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| | | 5.2 | Explain how to protect the load and work area from damage from the following:<br>– accessories for lifting<br>– general workplace activities<br>– nearby structures<br>– other occupations and activities<br>– adverse weather conditions | | | |
| | | 5.3 | Describe why and how the disposal of waste must be carried out in accordance with:<br>– environmental concerns and responsibilities<br>– organisational procedures<br>– manufacturers information<br>– statutory regulations<br>– official guidance | | | |
| | | 5.4 | Explain why it is important to maintain a safe, clear and tidy work area | | | |
| 6 | Carry out the work to meet the specification efficiently and safely | 6.1 | Comply with the lifting information to carry out the work efficiently and safely to the required specification in relation to the following;<br><br>– demonstrate work skills to: measure, gauge, judge, calculate, fit, fix, test, balance, interpret, assess, explain, prepare, indicate, inform, instruct, sign, position, adjust, configure, move, secure, signal and relay<br><br>– select, assess, maintain and use lifting accessories, lifting aids, signalling and communication equipment<br><br>– prepare lifting accessories prior to slinging<br><br>– sling and signal for the lifting and movement of suspended loads to given instructions for the following:<br><br>• balanced loads<br>• unbalanced loads<br>• loose loads<br>• bundled loads<br>• containerised loads<br>• where the operator does not have clear sight of the load<br><br>– guide, move, control and place suspended loads to agreed destinations to given working instructions using signals and verbal instructions to lifting equipment operators and other signallers where relevant<br><br>– detach lifting accessories from loads and leave in a safe state<br><br>– reconfigure lifting accessories after detachment following the placing of a load so that any component part does not foul structures or objects<br><br>– carry out post lifting checks and storage requirements of lifting accessories | | | |

| | | 6.2 | Describe how to comply with the lifting operation information to carry out the work efficiently and safely to the required specification | | | |
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| | | 6.3 | Explain how methods of work, to meet the specification, are conducted in relation to: | | | |

6.3 Explain how methods of work, to meet the specification, are conducted in relation to:

- identifying the authority, duties, authorisation requirements and responsibilities allocated to the role of the slinger/signaller

- identifying the characteristics of lifting equipment and lifting accessories

- identifying and interpreting valid certification for maintenance, inspection and thorough examination

- lifting and transferring people

- slinging loads including balanced, unbalanced, loose, live, bundled, containerised and where the operator does not have clear sight of the load

- communicating using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers,

- confirming methods of communication

- recognising blind-spots, potential crush zones and other limitations to equipment operator visibility

- assessing the load characteristics including centre of gravity and lifting points to check the method of slinging

- judging distances, heights and clearances

- determining and checking the route of the load before and during the lift including distances, clearances and landing position

- selecting, handling, assessing and using (assemble, set up and adjust) lifting accessories and aids

- identifying rejection criteria for removing lifting accessories from service

- recognising and determining when specific skills and knowledge are required and report accordingly

- attaching lifting accessories and slinging loads securely

- ensuring balance and stability of loads

- attaching and using load guidance equipment (tag lines)

- guiding, controlling and placing suspended loads by recognised methods of communication and agreed operational procedures

- landing, positioning and detaching loads safely and securely

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| | 6.4 | Describe how to deal with problems arising from information, resources or methods of work that are either within own authority to rectify, or require organisational reporting procedures to be followed | | | |
| | 6.5 | Explain how operative level basic care, maintenance and storage of lifting accessories, tools, ancillary equipment, aids, signalling and communication equipment is carried out in relation to responsibilities, authorisation and limitations | | | |
| | 6.6 | Describe how to maintain personal safety for self and others in relation to:<br>– keeping clear of moving equipment and loads<br>– below slung loads<br>– crush zones<br>– edges<br>– working at height<br>– poor lighting<br>– extreme environmental conditions including heat and cold<br>– poor ground conditions<br>– confined and restricted spaces | | | |
| 7 Complete the work within the allocated time | 7.1 | Complete the work in accordance with the programme of work activities and provide post-operation feedback to team members in relation to the following:<br>– completion of own work that conforms to safe working practices and required timescales to meet the needs of other occupations, customers and employers<br>– relay problems encountered during the lifting operation back to relevant team members | | | |
| | 7.2 | Establish what the programme, customer requirements, progress chart, timetable or estimated time is for the work to be carried out and explain why timescales should be kept whilst maintaining safe working practices | | | |
| | 7.3 | Explain organisational procedures for dealing with unauthorised requests that fall outside of the lift plan or given authorised instructions, assisting with other non-related activities which will affect the work programme | | | |

Assessor Comments/Feedback

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