WSHCOUNCIL
Tripartite Alliance for
Workplace Safety and Health

TECHNICAL NOTES PART II

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Purpose of Guide

This Guide is designed for SSG's Training Providers (TPs) and Adult Educators who are responsible for the design and delivery of programs within the Supervise Safe Lifting Operations under the Generic Manufacturing Skill Framework. This Guide aims to provide essential curriculum, training and assessment design advisory information, to guide developers, trainers and assessment in the interpretation and translation of competency standards into training and assessment programme. The Guide also contains training and assessment requirements stipulated by industry, and WSQ accreditation information for compliance. It is divided into 2 parts:

Part I - Details specific recommendations and advice for "Supervise Safe Lifting Operations" programme developers.

Part II - Provides a broad spectrum of information about WSQ and related components relevant to the "Supervise Safe Lifting Operations" programme.

PART I

WSQ
Supervise Safe Lifting Operations

CHAPTER 1: WSQ SUPERVISE SAFE LIFTING OPERATIONS

1.1 Overview

The WSQ framework aims to raise the professionalism of the workforce with essential generic and portable skills to adapt and be resilient to challenges in the dynamic working environment. It allows employers to access a pipeline of skilled workforce, which provides a competitive advantage and enables organisation success. It also equips workers with cross-cutting generic manufacturing skills to effectively contribute and progress within an organization.

1.2 Key Features of Supervise Safe Lifting Operations

WSQ Competency Standard

The Competency Elements covered are:

CE 1	Prepare to supervise safe lifting operations
CE 2	Carry out supervision of safe lifting operations
CE 3	Supervise reinstatement of safe lifting operations

Why this Course?

The "Supervise Safe Lifting Operations" course is aimed at providing individuals with the knowledge and skills to supervise the crane operator in the manoeuvre of a load safely to its destination.

The WSH (Operations of Cranes) Regulations stipulates that:

Appointment and duties of a lifting supervisors

(1) It shall be the duty of the responsible person to appoint a lifting supervisor before any lifting operation involving the use of any crane is carried out in a workplace.
(2) It shall be the duty of the responsible person not to appoint any person as a lifting supervisor for any lifting operation involving the use of a crane in a workplace unless the person is one who —

(a) has successfully completed a training course acceptable to the Commissioner to equip him to become a lifting supervisor; and

(b) has, in the opinion of the responsible person, such relevant experience in lifting operations for a period of not less than one year before the appointment as a lifting supervisor.

(3) It shall be the duty of the lifting supervisor appointed under paragraph (1) —

(a) to co-ordinate all lifting activities;

(b) to supervise all lifting operation by a mobile crane or tower crane in accordance with the lifting plan referred to in regulation 4;

(c) to ensure that only registered crane operators, appointed riggers and appointed signalmen participate in any lifting operation involving the use of a mobile crane or a tower crane;

(d) to ensure that the ground conditions are safe for any lifting operation to be performed by any mobile crane;

(e) to brief all crane operators, riggers and signalmen on the lifting plan referred to in regulation 4; and

(f) if any unsatisfactory or unsafe conditions are reported to him by any crane operator or rigger, take such measures to rectify the unsatisfactory or unsafe condition or otherwise ensure that any lifting operation is carried out safely.

1.3 Importation of Elective Credits from Other WSQ Frameworks or Recognised Equivalents

Not Applicable

1.4 Target Audience

The Supervise Safe Lifting Operations Course is suitable for aspiring and experienced individuals assigned as Lifting Supervisor in the workplace.

Learners MUST:

- Have completed WSQ/ MOM Rigging and Signalman course or Marine Rigger and Signalman course
- Have relevant experience in lifting operations for at least 3 months [supported by Company /Individual Application Letter to indicate periods of relevant experience in lifting operations]
- Be 21 years old and above

And are assumed to:

- Be able to listen and speak English at a proficiency level equivalent to the Employability Skills (ES) level 4
- Be able to read and write English at a proficiency level equivalent to ES level 4
- Be able to manipulate numbers at a proficiency level equivalent to ES level 4; and
- Be medically fit

1.5 Recommended Learning Hours (RLH)

- RLH = 32 training hours + 3 assessment hours

- The RLH takes into account the time required for direct learning activities. Direct learning is broadly defined as trainer/assessor-directed & involves purposeful instructions given to trainees to complete as part of instructional design of a structured facilitated training & assessment programme.

	Duration	**Remarks**
Facilitated Learning Programme	32 hours	
Assessment	3 hours	

- Facilitated training and assessment
- E-learning1 and assessment

1.6 Maximum Class Size and Facilitator-Learner Ratio

- Recommended Class Size - Classroom: 20
- Recommended Class Trainer/Facilitator-Learner ratio: 1:20
- Recommended Trainer/Facilitator- Learner ratio for Practical : 1:2
- Attendance Requirements: 75% for classroom sessions and 100% for practical sessions

1.7 Maximum Assessor to Candidate Ratio

- Written Assessment: 1 : 20 (Class size)

[1] For E-learning to be considered as "directed learning", the learning progress of trainees should be tracked via audit trail, progress reports, etc

- Practical : 1 : 1

CHAPTER 2: TYPES OF PROGRAMME

2.1 Programme Structure

This unit covers the following underpinning knowledge item which could be taught in the classroom via a combination of lectures, discussions and case-studies.

- Risk Assessment
- Risks related to personnel involved in lifting operations
- Ground assessment to ensure that conditions are safe for any lifting operations to be performed by any mobile crane
- Types of legislations on lifting operations (Including Permit-to-work & Lifting Plan)
- Roles and duties of personnel in Lifting Operation and Lifting Supervisor
- Safe work procedures for lifting operations
- Use of appropriate Attire, Personal Protective Equipment (PPE) and tag line for personnel in lifting operations
- Types of loads, load charts and related terminologies
- Types and functions of cranes, components, rigging equipment lifting gears and accessories
- Types and functions of communication equipment
- Steps and measures to exclude unauthorised entry into lifting zone
- Procedures in reporting abnormalities and defects of crane and associated equipment
- Preventive measures and hazard control of lifting accidents
- Codes of practice for the safe use of cranes and lifting machines
- Roles and responsibilities of Lifting Supervisor during lifting operations
- Types and configurations of cranes and lifting machines
- Operation principles of cranes and lifting machines
- Characteristics of cranes and lifting machines
- Tandem lifting techniques and the requirements based on the approved code of practices
- Types of safety devices

- Methods and guidelines of slinging and rigging techniques
- Organisational Emergency Response Procedures (ERP) for lifting accidents and emergencies
- Hazards and causes of lifting accidents involving cranes
- Roles and responsibilities of Lifting Supervisor during post-lifting operations
- Housekeeping procedures
- Routine post-operation checks
- Reporting procedures for damage and defects for lifting supervisor
- Accident investigation and analysis
- Document accident investigation and analysis

The unit also covers the following Performance Criteria: These would best be taught via a combination of **lecture, demonstrations and hands-on practice.**

CE 1 Prepare to supervise safe lifting operations

1.1 ^ Comply to Risk Assessment

1.2 Check to ensure adherence to legislations and organisational safe work procedures

1.3 Brief all crane operators, riggers and signalmen on lifting plan

1.4 Check to ensure proper use of appropriate PPE and tag line for personnel in lifting operations

1.5 Interpret load charts to verify the intended lift is within the Safe Working Load (SWL) of the crane

1.6 Verify pre-lift inspection of crane, lifting gear and accessories

1.7 Check to ensure proper selection of rigging equipment, lifting gears and accessories for lifting load

1.8 Check to ensure proper rigging of load

1.9 Check to ensure proper set up of communication equipment serviceability of communications equipment and functionality of radio channels for safe lifting operations

1.10 Supervise cordoning off lifting and lowering area using effective barricades with prominent warning signages

1.11 Report and rectify any abnormalities/defects in the crane, lifting gear accessories and communications equipment according to organisational procedures

1.12 Apply preventive measures and hazard control of lifting accidents according to organisational procedures

1.13 Ensure that only registered crane operators, appointed signalmen participate in any lifting operations involving the use of mobile and tower crane

^The Risk Assessment process should consider the management of infectious disease outbreak, employees' health (including mental well-being) and terrorist threats. Training Provider should take reference from the 3rd revision of the Code of Practice on Risk Management

CE 2 Carry out supervision of safe lifting operations

2.1 Implement safety practices and hazard control measures in workplace when carrying out Lifting Supervisor tasks

2.2 *Identify hazards during lifting operations

2.3 Coordinate and supervise safe lifting operations involving cranes in a safe and proper manner

2.4 Coordinate and supervise lifting according to lifting plan

2.5 Respond to lifting accident and emergencies according to organisational Emergency Response Procedures (ERP)

CE 3 Supervise reinstatement of safe lifting operations

3.1 Supervise the dismantling and restoring of rigging equipment, lifting gears and accessories

3.2 Supervise good housekeeping of equipment and work area

3.3 Supervise post-operational checks on communication equipment crane, lifting gear and accessories

3.4 Check to ensure reporting of any damage and defects on communication equipment, crane, lifting gear and accessories

3.5 Assist in accident investigation and analysis process of lifting accidents (where necessary)

* Content alignment to the 3rd revision of Code of Practice on WSH Risk Management (RMCP) incorporating the management of infectious disease outbreak, employees' health (including mental well-being) and terrorist threats, where applicable.

CHAPTER 3: KEY DELIVERY ADVICE

3.1 Content Coverage

In developing the courseware for the competency unit, TPs should always make cross references to the Competency Elements (CE) / Performance Criteria, Underpinning Knowledge (UK), Range of Application and Evidence Sources sections as stipulated in the "Supervise Safe Lifting Operations" National Competency Standard.

The components of the Competency Standard and the interpretations are briefly explained here.

For example,

The Range and Context and Evidence Sources reference to the Performance statements and/or Underpinning Knowledge is usually accompanied by the instructions "may include" or "must include":

"May include"

- Indicates that training providers are required to cover some (to indicate percentage if relevant) of the suggested Range and Context items listed when developing the "Supervise Safe Lifting Operations" programme.

- The training provider may choose to add more Range and Context items related to the corresponding Performance Statements and/or Underpinning Knowledge as part of their "Supervise Safe Lifting Operations" programme development.

"Must include"

- Indicates that training providers are required to cover all of Range and Context items listed when developing courseware.

- The training provider may choose to add more Range and Context items related to the corresponding Performance Statements and/or Underpinning Knowledge as part of their "Supervise Safe Lifting Operations" programme development.

3.2 Sequence of Coverage

The following sequence is recommended:

Day One and Two	Classroom (covering Underpinning Knowledge)
Day Three and Four	Hands on practice of Competency Elements and Performance Criteria (covering skills and attitudes)

3.3 Recommended Learning Strategies and Methods

Curriculum developers are recommended to adopt the following structure for thinking about and planning a learning strategy:

- Summarise the learning strategy
- In this learning strategy, what learning principles are being applied?
- What learning theories or learning design theories underpin this strategy?
- How will this strategy resolve the identified learning problems? What is it about the learning strategy that will cause people to change in a way that resolves the learning problem?
- How would you describe the experience that learners will go through? How will this experience support their learning?
- What methods or tactics are most likely to be used to support this strategy?
- How will interface and media support this strategy?
- How will this strategy engage learners' interests?
- How will this strategy assess learners' progress or increased competence?

(extracted from www.networked-learning.com, accessed 19 Sep 2010)

An example of instructional strategy selection for cognitive, affective and psychomotor domains is given in **Annex A**.

A non-exhaustive list of recommended delivery methods is provided below.

- Demonstration
- Practice

- Observation and feedback
- Lectures
- Role play
- Group Discussion
- Written Exercise
- Case Study
- Workplace Practice
- Presentation
- Action Learning
- Coaching / Mentoring

Where relevant and appropriate, the learning activities for the unit should be designed to shape or cultivate the expected attitudes of the candidates and to prepare them for their role in the sector.

To enhance the transfer of learning, an andragogical or adult-learning approach to learning is encouraged in the development and delivery of the Competency Unit. Andragogical instructional techniques are designed with these factors in mind:

- Adults are self-directed
- Adults have acquired knowledge and experience through the workplace that can be utilised as a resource for learning
- Adults show a greater readiness to learn tasks that are relevant to their work roles
- Adults are motivated to learn in order to solve problems and address needs
- Adults expect to be able to apply what they learn
- Adults need to be challenged with varied strategies that maintain interest

This unit may be delivered in a combination of on-the-job (Or simulated environment) and off-the-job.

- Content relating to underpinning knowledge and principles may be delivered off-the-job. Off-the-job delivery can be face-to-face in the classroom in a training organisation, or at a workplace venue. Classroom delivery should be

interactive and learner-centred, using a range of activities and instructional methods.

- The practical aspects of the Competency Unit, however, should be delivered on-the-job or in simulated workplace settings.

All training delivery should be related to the normal work process and every effort should be made to link the acquisition and application of the knowledge, skills and attitudes to the workplace.

Suggestions for delivery of this Competency Unit are given below:

Competency	Instructional Methods	Remarks
Underpinning Knowledge	Lectures, discussions, case studies, problem-based learning, videos, e-learning resources	The knowledge component of this course is primarily focused on the requirements of the WSH Act, WSH (Operation of Cranes) Regulations, WSH (Risk Management) Regulations and Codes of Practices and Guidelines concerning lifting operations. There are also some key points on roles and responsibilities of the Lifting Supervisor in pre-lifting, lifting and post lifting operations. These can be delivered in a classroom using models and slides.
Competency Elements / Performance Criteria	Lectures, demonstrations, practice	The demonstration and practice may include the following key skills: • **Prepare to supervise safe lifting operations** • **Carry out supervision of safe lifting operations** • **Supervise reinstatement of safe lifting operations**
Attributes	Discussions, modelling, sharing	A competent Lifting Supervisor should be able to identify and mitigate potential risk pertaining to his area of work. He is required to exercise his professionalism with a sense of "situational awareness" at any workplace. At all times he must • Be aware of all movements within the vicinity of the crane • Be quick to react to any sign of danger to the crane operations

3.3.1 Facilitator's Guide and Learner's Guide and Handouts

The TP is required to prepare a facilitator's guide for the course. The guide provides the facilitator with information on the course including:

- Course aim
- Learning objectives
- Target audience
- Assumed skills and knowledge
- Course duration
- Class size and trainer/trainee ratio
- Lesson plan
- Course contents and instructional materials
- Training methodologies
- Training resource requirements
- Course administration instruction

To facilitate the learning process, it is recommended that the TP provide each trainee with a participant's workbook or handouts. This set of notes should contain the course aim, learning objectives and the key learning points (WSHA, subsidiary legislations, industrial code of practice, safety guidelines etc) as well as guides for learning activities including safe use of cranes.

The TP is required to submit a cross reference matrix (see Annex B) to show that the courseware submitted is aligned to the requirements of the CS / CTAG.

The TP is to ensure that materials used for the training does not infringe on patent, design, copyright and intellectual property rights.

The TP shall maintain a version control of updates made to the course materials for verification by the relevant authorities.

3.4 Training Provider Requirements:

Training Providers are required to fulfill the following requirements:

- ISO 29993 certification;
- bizSAFE Level 3 certification;
- Blended learning

Have developed an SOP to conduct online training and assessment when required to do so.

For each WSH course, the Training Provider must have at least:
a. 1 full time Principal/Director;
b. 1 full time WSH Approved Adult Educator/ Trainer/Facilitators for each WSH course; and
c. 2 approved full time/associate Adult Educator/ Trainer/Facilitators for each of the language.

Training Providers are to inform the WSH Council when they withdraw their training provider status for any WSH course(s), or have their status suspended or terminated by any authority.

Training Providers are to comply with the instruction by either (i) SkillsFuture Singapore (SSG), Ministry of Manpower (MOM) or the WSH Council to stop conducting any WSH Course(s) when an investigation is ongoing, or a non-compliance is being verified. Further actions would be taken when fraudulent acts or significant non-compliances are established.

3.5 Training resources:

- Relevant legislation
- Photos/slides of the various types of lifting machines operations
- Lifting Machines operation manual and load chart
- Case studies relating to lifting operation accidents involving lifting machines and aerial work platform
- Models of different types of lifting machines
- Training videos
- Total WSH Presentation Slides

  Total WSH presentation slides will be issued upon approval of the Training Provider. The materials are provided strictly for the explicit use and guidance of training providers for the conduct of this course. Any other use of the

materials or parts thereof, reproduction, publication, distribution, transmission, re-transmission, or storage in a retrieval system in any form, electronic or otherwise, for purposes other than that expressly stated above without the express permission of WSH Council is strictly prohibited.

- Others

3.6 Training Venue Requirements

Unless prior approval has been granted by the CB, which had certified its WSH courses, each TP shall maintain and conduct its WSH course at its primary Training Venue. In addition, the TP shall ensure that the following are not shared with any other TP:
(a) their approved Training Venue/s; and
(b) Any other equipment or loads, which are used for the conduct of the WSH course.

In the event, where the TP wishes to conduct its WSH theory course(s) at a venue, other than the approved Training Venue, the TP must inform the CB, which had certified its WSH course(s) at the approved Training Venue/s, of its intent to effect such a change, and it
must also demonstrate to the CB that:

(a) It has an approved Training Venue at the registered address;

(b) That the proposed venue is conducive for learning; and

(c) That there are no safety and health concerns in relation to the proposed venue/s. The TP may conduct its WSH theory course(s) at a venue other than the approved Training Venue/s only after obtaining the CBS approval.
The requirement stated above shall apply to a TP for single and multiple usage

Where the CB has granted approval to the TP to conduct the WSH theory course(s) at an alternate venue, the TP must ensure that:

a) All training and assessment records are kept by the TP, for courses conducted, at the alternate venue. Such records shall include the following documents:
i Photographs of the alternate venue
ii Photographs of the WSH theory course(s) being conducted at the alternate venue
iii Layout plan of the alternate venue; and
iv Leasing documents

b) The records mentioned in sub-paragraph (a) above, are continually updated;

c) The alternate venue is only used for the conduct of WSH theory course(s). No practical training/assessment shall be allowed at the alternate venue, unless approval has been granted by the Authorities; and

d) The alternate venue is not occupied and or used by another TP or WSH approved

training provider at any time.

The TP must ensure that all Training Venues (including alternate venues) have been approved by the Urban Redevelopment Authority (URA) or the Housing & Development Board ("HDB"), either as a Commercial School (theory based only) or for Industrial Training (theory and practical), before it applies to be certified by the CB.

Note: Tenancy agreement (e.g. from JTC Corporation or other Developers) does not constitute a URA approval. Only correspondence with letterheads bearing the office of the relevant
government authorities granting the approval shall be recognised.

Paragraph above shall not apply to TP who is applying for a once –off use of the theory training premises.

The TP is to note that a CB's approval of any practical training venue is conditioned upon its safe and adequacy of the training facilities and equipment. The TP shall comply with all relevant legislations including but not limited to legislations involving land use, building, fire and safety

The TP shall ensure that the classroom used for this training has adequate seating. Facilities inclusive of writing tables must be reasonably and comfortably spaced so as to be conducive to the learning process and for the purpose of conducting the assessment. Classrooms must be equipped with projectors, whiteboards, flipcharts and specific training aides related to the course. The classroom must be adequately illuminated and ventilated. Emergency exit signs and routings must be clearly demarcated and briefed to all the course participants at the start of the course.

For the practical training and assessment, mock role play of lifting operations is required. For training purpose, the trainee lifting supervisor is to execute a lifting plan, incorporating the key roles of the lifting team members i.e. Rigger, Signalman and Lifting Supervisor. For assessment, the trainee must demonstrate his clear understanding of the legislative requirements for lifting, be able to articulate the roles and responsibilities of each member, his communications plan and finally his ability to demonstrate the execution of the entire lifting plan safely.

The set-up for training / assessment including all lifting equipment must comply with existing mandatory requirements, Codes of Practice and recommended guides with respect to installation, maintenance and inspection.

3.7 Lifting Equipment and Standard Types of Loads

TPs must set up actual lifting equipment and at least five standard types of loads for the practical training. TPs who take this option are to ensure consistency in the set-up to the requirements of training for Riggers and Signalmen, which include:

A mobile crane or lorry crane or an overhead crane or A-frame crane no less than 1-ton safe working load (SWL) certified by Authorised Examiner (AE) and properly maintained

At least five standard types of loads to be made available for the practical training. These include:

Mandatory (to be set up with weight of at least 150kg each)

- Metal Scaffold frame
- Steel Plates
- Pipes made of steel, iron or L shaped in bundles or otherwise

Others

- Skip
- Valve
- Motor
- Propeller
- Oil drum
- Pallets
- Concrete beams
- Concrete buckets
- Bundle of pipes
- Wire mesh
- Irregular shaped load (e.g. L-shape slab/pipe, tree trunk/branch)

CHAPTER 4: KEY ASSESSMENT ADVICE

This chapter describes the following components:

A description on the general guidelines and requirements for conducting assessment is given in the reference WSQ resource websites in Part II of this document.

4.1 Recommended Assessment Strategies and Methods

A non-exhaustive list of assessment strategies and methods indicating the possible assessment methods or combination of assessment methods, as illustrated in below, can be used as a planning guide for determining the appropriate assessment strategy for the respective performance statements and underpinning knowledge in the "Supervise Safe Lifting Operations" Competency Unit.

Written Assessment / Case Study
Practical Performance / OQ

4.2 Industry Requirements

- The learner must pass the WA and PP in order to be issued with the certificate of successful completion. Failure to pass either of the assessments shall render a ""Not Yet Competent" outcome for the Learner and he must then re-attempt the course and assessments.
- Learner who has successfully completed and attained a Statement of Attainment for "Supervise Safe Lifting Operations" and has, in the opinion of the responsible person, such relevant experience in lifting operations for a period of not less than one year before the appointment as a lifting supervisor under the Workforce Safety and Health (Operation of Cranes) Regulations.
- During the administration of the written assessment, there shall be an assessor to ensure the integrity of the assessment process. The trainer for the course is not permitted to be the assessor for the same course during the assessment. An invigilator can be appointed in place of the assessor, but the trainer for the course must be on standby to make clarification on the questions where needed. The number of attempts a learner is allowed to be assessed is ONE. If the candidate still certified "NOT YET COMPETENT" after the first assessment, the learner must be re-coursed.

- MOM/WSH Council officers shall conduct audits with or without notice on WSQ WSH TPs.
- To facilitate uploading of the assessment results, TPs shall install the Automated Marking System (AMS) and its associated hardware.
- The TP must protect the secrecy of its AMS access password at all times and must not disclose it to any person. The TP is responsible for all transactions done using the AMS access password, regardless of whether it has authorised such use, and shall bear all liabilities, charges, losses or damages resulting from these transactions.
- The TP must ensure that persons assessing the AMS are authorised, and must take the necessary measures to prevent unauthorised access to AMS. The TP is responsible for terminating the person's access to AMS if the person is no longer authorised.
- The TP personnel who is authorised to use the AMS to scan and mark the test via AMS must also ensure that the assessment results are updated in SSG's TPGateway.
- TPs are to upload the test results to MOM/ WSH Council within 5 working days following the completion of the course assessment. All errors must be rectified within 24 hours for re-submission of the affected results to MOM/WSH Council via WSH TRS. This is in addition to the uploading of assessment results to SSG via TPGateway.
- Authorities (i.e. MOM/ WSH Council) may request from TPs information on the course. TPs are to ensure that the information given to the Authorities are accurate and updated.

  Note: For system(s) or requirement(s) administered by the relevant authorities, i.e. MOM/ WSH Council, the TP shall fulfil the requirements and follow up with the agencies accordingly.

4.3 Assessment Instruments and Tools

Assessments instruments and tools will be required to conduct the assessment planned. Examples of such templates include:

- An Evidence Sources Checklist to serve as a reporting snapshot of the types of evidence gathering that may be used.

- A Verbal Assessment Checklist to record answers to questions concerning Underpinning Knowledge if this is used as an alternative to written exercise.
- Written Assessment Checklists as an instrument for the recording of answers to questions concerning the performance statements and underpinning knowledge.
- A Recording and Reporting Assessment Table Format as an instrument for the concise recording of competency and re-assessment information concerning the Competency Unit.

4.4 Assessment Plan

4.4.1 General Guidelines

The aim of the assessment plan is to determine the competence of the candidate to undertake the role of a Lifting Supervisor upon successful completion the Supervise Safe Lifting Operations Course. TPs are required to prepare an assessment plan for the course (refer Annex B for template).

The assessment plan must be directly related to all the learning objectives determined in the course. It comprises four main parts:

- Overview of the assessment tools and its duration
- Instructions for the conduct of the assessment
- Instruments or tools of assessment (Question paper, checklist)
- Assessment summary record

The assessment plan is subject to review on an annual basis by the TP to ensure that trainees are constantly kept current and competent to perform up to the industrial requirements.

4.4.2 Principles of Assessment

The assessment plan should be valid, reliable, fair and flexible.

- Valid – Are the assessment methods and tools appropriate and effective? Are the evidence collected relevant to the training?

- Reliability – Are the results consistent from one assessment to another?
- Fair – Are the assessment criteria clear? Do all the trainees know what to expect from the assessment? Will the assessment disadvantage any trainee? Do the trainees have any recourse for appeals?
- Flexibility – Can the assessment be used for multiple assessments? Are the assessment tools and methods uniform across different approaches and drawing on a range of different methods? Can they be used appropriately to the context, task and individual under assessment?

4.4.3 Recommended Assessment Strategies and Methods

Listed below are the assessment methods that can be used to assess the performance criteria and underpinning knowledge of WSQ "Supervise Safe Lifting Operations".

Method	**Duration**
Written Assessment (closed book)	√ 2 hours
Practical Performance /Role Play	√ 1 hour

Written Assessment (WA) / Case Study (CS) – This method of assessment is fast and the most convenient to conduct. It can be used for a large class over a wide range of knowledge based subjects. The written assessment can be in the form of a Multiple Choice Questionnaire (MCQ) or fill in the blanks. During the administration of the written assessment, there shall be an assessor to ensure the integrity of the assessment process.
The trainer for the course is not permitted to be the assessor for the same course during the assessment. An invigilator can be appointed in place of the assessor, but the trainer for the course must be on standby to make clarification on the questions where needed.

Practical Performance (PP) – This method is highly recommended for skills assessment. It can be matched very closely to the actual task to be performed by the individual on the job.

4.5 Conduct of Assessment

The assessment must be conducted strictly in accordance with the assessment plan. In particular, each candidate must complete all the assessment requirements within the time allocated. A judgment on the competence of the candidate must be made based on the evidence gathered. The evidence for each of the assessment instrument can be collected from the outcomes of the WA and PP. For summative written assessment, the default is Individual assessment unless otherwise instructed.

4.5.1 Assessment

The time allocated for the Written Assessment (WA) is 2 hours. Time allocated for Practical Performance (PP) is 1 hour. The assessment components (WA and PP) are compulsory.

4.5.1.1 Written Assessment

Written Assessments must comprise 80 MCQ and meet the following requirements:

Section	Topic	No. of Questions	passing Criteria
Section A : MCQ	Lifting Plan and its requirements under the topic Planning for Safe Lifting Operations.	10	65%
	Rigger and Signalman	10	
	Roles and duties of lifting personnel, legislations, safe work practices and other topics in the syllabus	55	
Section B : MCQ	Section B : Load chart interpretation	5	100%

Note: Answering any question in Section B incorrectly results in IMMEDIATE FAILURE of the entire course assessment.

4.5.1.2 Practical Performance

Practical Performance will be the best method to assess candidates' competence to "Supervise Safe Lifting Operations".

TPs are to prepare scenarios involving at least one load from the standard load items listed in Standard Assessment Plan.

The candidate should be assessed as to whether he is "Competent" ("C") or "Not Yet Competent" ("NYC") through practical performance of all the competency elements.

CE 1 Prepare to supervise safe lifting operations

1.1 ^ Comply to Risk Assessment

1.2 Check to ensure adherence to legislations and organisational safe work procedures

1.3 Brief all crane operators, riggers and signalmen on lifting plan

1.4 Check to ensure proper use of appropriate PPE and tag line for personnel in lifting operations

1.5 Interpret load charts to verify the intended lift is within the Safe Working Load (SWL) of the crane

1.6 Verify pre-lift inspection of crane, lifting gear and accessories

1.7 Check to ensure proper selection of rigging equipment, lifting gears and accessories for lifting load

1.8 Check to ensure proper rigging of load

1.9 Check to ensure proper set up of communication equipment serviceability of communications equipment and functionality of radio channels for safe lifting operations

1.10 Supervise cordoning off lifting and lowering area using effective barricades with prominent warning signages

1.11 Report and rectify any abnormalities/defects in the crane, lifting gear accessories and communications equipment according to organisational procedures

1.12 Apply preventive measures and hazard control of lifting accidents according to organisational procedures

^*The Risk Assessment process should consider the management of infectious disease outbreak, employees' health (including mental well-being) and terrorist threats. Training Provider should take reference from the 3rd revision of the Code of Practice on Risk Management

CE 2 Carry out supervision of safe lifting operations

2.1 Implement safety practices and hazard control measures in workplace when carrying out Lifting Supervisor tasks

2.2 Identify hazards during lifting operations

2.3 Coordinate and supervise safe lifting operations involving cranes in a safe and proper manner

2.4 Coordinate and supervise lifting according to lifting plan

2.5 Respond to lifting accident and emergencies according to organisational

CE 3 Supervise reinstatement of safe lifting operations

3.1 Supervise the dismantling and restoring of rigging equipment, lifting gears and accessories

3.2 Supervise good housekeeping of equipment and work area

3.3 Supervise post-operational checks on communication equipment crane, lifting gear and accessories

3.4 Check to ensure reporting of any damage and defects on communication equipment, crane, lifting gear and accessories

3.5 Conduct accident investigation and analysis process of lifting accidents (where necessary)

Areas to focus on would include:

- Check to ensure adherence to legislations and organisational safe work procedures
- Verify pre-lift inspection of lifting machine, lifting gear and accessories
- Check to ensure proper selection appropriate rigging equipment, lifting gears and accessories for lifting load
- Identify hazards during lifting operations
- Supervise good housekeeping of lifting accessories, equipment and work area
- Respond to lifting accident and emergencies according to organisational Emergency Response Procedures (ERP)

The TP is also encouraged to use a range of accidents / emergency scenarios to simulate realism and assess trainee response in these situations.

4.6 Briefing to candidate

The briefing to candidate is to explain the purpose and context of assessment so as to ensure that there are no surprises during the conduct of assessment

The briefing to candidate shall include the following:

- The assessment requirements and process, including clear instructions on each of the assessment adopted
- Trainees' rights & the appeal process for assessment outcome

During the briefing, assessors are to establish any special needs and how such needs will be addressed during the assessment

Assessor must seek feedback and ascertain candidates' understanding of the assessment requirements before the commencement of the assessment

4.7 Recording and Reporting of Assessment Outcome

All assessment outcomes must be accurately recorded in the assessment summary record form.

Assessment outcome will be communicated to the candidate at the end of the assessment.

The TP shall maintain a record of the assessment results for 2 years for audit purposes.

4.8 Issuance of "Safety Pass" and the "Certificate of Successful Completion"

A Statement of Attainment (SOA) will be issued by SSG for candidates only for English language course who have been assessed as "Competent".

"Safety Pass/Card" is to be issued, in accordance with the format shown in Annex C, to candidate who is assessed "Competent" in this Competency Unit for the SOC.

"Certificate of Successful Completion" is to be issued, in accordance with the format shown in Annex D, to candidate who is assessed "Competent" in this Competency Unit.

The issuance of the "Certificate of Successful Completion" is optional for LSPs/TPs who have already issued the "Safety Pass" to candidate who is assessed "Competent" in this Competency Unit.

CHAPTER 5 – ADULT EDUCATOR REQUIREMENTS

A developer / trainer / facilitator / assessor for this module shall possess all of the following:

5.1 Trainer / Assessor Requirements

- Domain qualification: The trainer/facilitator must be a domain subject matter expert possessing the following qualifications:
    - WSQ-Specialist Diploma in Workplace Safety & Health (WSH Professional Level C) or equivalent; AND
    - Rigger and Signalman courses or WSQ- Perform Rigger and Signalman Tasks; AND
    - Lifting Supervisor Safety Couse or WSQ-Supervise Lifting Operations
- Domain work experience: The trainer/facilitator should possess a minimum of five years' experience as a supervisor/foreman, safety personnel in lifting operations.
- WSQ trainer/facilitator pedagogic requirement: The trainer/facilitator must have attained a WSQ Advanced Certificate in Training & Assessment (ACTA) or Advanced Certificate in Learning and Performance (ACLP) or Diploma in Adult Continuing Education (DACE) or Diploma in Design and Development of Learning for Performance (DDDLP);
- WSQ trainer/facilitator experience: The trainer/facilitator should preferably possess a minimum of one year of training experience in WSQ-related courses;
- Trainer must attend and complete relevant courses on developing lifting plan
- All trainers/adult educators are required to attain 10 hours (minimum) annually by attending Continuing Professional and Development (CPD) courses conducted by appointed training providers. For more details, refer to Train-the-Trainer (T^3) Programme in WSH Council website (www.wshc.sg)
- The trainer for the course is not permitted to be the assessor for the same course learners during the practical assessment.

5.2 Developer Requirements

- Domain qualification: The trainer/facilitator must be a domain subject matter expert possessing the following qualifications:
    - WSQ-Specialist Diploma in Workplace Safety & Health (WSH Professional Level C) or equivalent;
    - Rigger and Signalman courses or WSQ- Perform Rigger and Signalman Tasks
    - Lifting Supervisor Safety Couse or WSQ-Supervise Lifting Operations
- Domain work experience: The trainer/facilitator should possess a minimum of five years' experience as a supervisor/foreman, safety personnel in lifting operations.
- WSQ curriculum developer pedagogic requirement: The developer must have attained a WSQ Advanced Certificate in Training and Assessment (ACTA) or its equivalent. With effect from 1 October 2015, a WSQ Diploma in Adult and Continuing Education (DACE) or Diploma in Design and Development of Learning for Performance (DDDLP);
- WSQ curriculum developer experience: The developer should preferably possess a minimum of one year experience in WSQ-related courseware development;
- A qualified and experienced developer can work with a Subject Matter Expert with relevant domain qualifications and work experience in developing a courseware.

CHAPTER 6: SUMMARY OF MANDATORY SECTIONS / INFORMATION

This chapter summarizes all the mandatory sections and required information, for easy reference. TPs / Adult Educators are expected to note the information indicated in the following Sections and to comply with the stated requirements, where appropriate:

Section	Title
2.6	Recommended Learning Hours (RLH)
2.7	Recommended Class Size and Trainer-Trainee Ratio
2.8	Recommended Assessor to Candidate Ratio
4.1	Content Coverage On percentage of items under Range and Application and Evidence Sources to be covered
4.5	Learning Strategies and Methods - Industry Requirements
5.1	Assessment Strategies - Industry Requirements
6.1	Trainer Requirements
6.2	Developer Requirements
6.3	Assessor Requirements

CHAPTER 7: RESOURCE INFORMATION

This chapter indicates the various literatures, journals, articles and researched information on the "Supervise Safe Lifting Operations" competency unit.

Related WSH legislations, industrial code of practice and other references (list is not exhaustive)

- Workplace Safety and Health (WSH) Act and subsidiary legislations
- WSH (Construction) Regulations
- WSH (Operation of Cranes) Regulations
- WSH (Shipbuilding and Ship-Repairing) Regulations SS 497, SS536 and SS559
- Approved Code of Practice for Safe Lifting Operations (ACOP)
- WSH (Risk Management) Regulations
- WSH (General Provisions) Regulations
- SS 536 Code of Practice for the Safe Use of Mobile Cranes
- SS 559 Code of Practice for Safe Use of Tower Cranes
- SS617 Code of Practice for the Lifting of Persons in Work Platforms
- Suspended from Cranes
- Technical Advisory for Safe Operation of Lifting Equipment (WSH Council
- website)
- Checklist for Tower Crane Use (WSH Council website)
- Code of Practice on Safe Lifting Operations
- SS497 Design, safe use and maintenance of gantry cranes, overhead travelling cranes and monorail hoists
- Code of Practice on WSH Risk Management
- Guidebook for Lifting Supervisor
- LTA Regulations concerning Lifting Operations

PART II

WSQ
&
Supporting Resources

Glossary

TP	TPs are training organisations accredited under the WSQ to offer training programmes and assessment services leading to WSQ certification
Assessment	A systematic process of collecting evidence and making judgements as to whether an individual has achieved a certain level of competency.
Assessment Criteria and marking scheme	Provides the context and conditions, under which the assessment will be conducted, what evidence the assessor must collect and the grading criteria used.
Assessment method	The process or technique used to gather evidence. (Bresciano & Fackler, 2005)
Assessment plan	A document which outlines when the evaluation will take place and how it will be conducted. An assessment plan includes the "programme mission or course/activity purpose, goals as appropriate, in/ended outcomes, methods for gathering, analysing data, and interpreting data for providing evidence to inform decision making." (Bresciano & Fackler, 2005)
Assessment process	The series of steps which a candidate undertakes within the enrolment, assessment, recording and reporting cycle of assessment.
Assessment tool	An instrument or resource used in association with a given assessment method. It may include a questionnaire, test paper, interview questions, structured report template and
Assumed skills and knowledge	Assumed skills and knowledge are what learners ought to have and are assumed to have before they attend the training programme.
CB	A Certification Body (CB) is an organization accredited by the Singapore Accreditation Council (SAC) to assess and certify a WSH Training Provider's compliance to ISO 29993:2017 and MOM/WSH Council requirements.
Competency	A competency is a measurable set of knowledge, skills and attitudes that drives and individual's performance to perform at his/her job effectively.
Competency category	A competency category refers to broad occupational or industry area or function, competency units (CU) that are inter-related are grouped by competency categories.
Competency elements	A competency elementI s the sub-division of a CU. Competency elements encompasses performance criteria, Underpinning knowledge, range and context as well as evidence sources.
Competency level	The competency level reflects the level of complexity and depth of learning required by the competencies in the standard. It is outlined in the competency standards.
Competency Map (CM)	A document that captures the type of competencies needed in an industry. The competencies are expressed as CU and these are grouped into competency categories and pegged to occupational levels.

Competency Standards (CS)	A competency standard documents expected work performance outcomes, expected level of performance, knowledge that supports the delivery of work performance outcomes and work contexts under which the work performance outcomes are to be delivered.
Competency Unit (CU)	A CU describes a particular work role, duty or function, which forms the smallest group of skills, knowledge and abilities set able to be recognized separately for certification. The certification requirements of a CU are detailed in a CS.
Continuing Education and Training (CET)	Continuing Education and Training (CET) refers to educational programmes for adults, usually at the post-secondary level and offered as a part-time or short courses in occupational subject areas. Also see Pre-employment
Credit	A unit of measure assigned to courses or course of equivalent learning.
Technical Notes (TN)	The TN is a document that provides training and assessment advice to achieve effective training and assessment.
Dimensions of competency	The dimensions of competency cover all aspects of work performance. The five dimensions of competency are: - TASK skills - TASK management skills - Contingency management skills - Job and role management skills - Transfer skills
Evidence sources	The evidence source section in a CS gives examples of tasks, observations, documents etc that can be used as evidence for assessing the particular competency element or list of performance statements.
Learning outcomes	The work performance that a learner should be able to demonstrate as a result of having undertaken training and/or assessment. It must be measurable, clear and
Performance criteria / statements (PC /	Performance criteria or performance statements refer to the expected work performance or behaviours and expected level of performance to be demonstrated by a competent
Pre-employment Training (PET)	Pre-employment Training (PET) refers to educational programmes that prepare individuals for entry into the workforce. This includes secondary, pre-university, polytechnic and university education.
Qualifications	Qualifications are formal certifications issued by a relevant approved body, in recognition that an individual has achieved learning outcomes identified by the industry.
Range and context	Range and context provides the type of situations under which the performance criteria / statements apply. Range and context cover items that are achievable or to be performed across by competent individuals, such as types of equipment, products and services, types of customers.
Underpinning knowledge	Underpinning knowledge states the knowledge that an individual needs to know and understand in order for him/her to perform competently at work.

Version Control

Version	Amendment Date	Changes	Author	Approved By
1.0	21 April 2015	First Release	-	WDA
2.0	31 Jan 2021	Amendment	-	WSH Council
3.0	1 Oct 2021	Amendment	-	WSH Council
4.0	21 Jan 2022	Updates	-	WSH Council
5.0	1 Sep 2023	Updates	-	WSH Council

Annex A

Instructional Strategy Selection Chart

Instructional Strategy	**Cognitive Domain** (Bloom, 1956)	**Affective Domain** (Krathwohl, Bloom, & Masia, 1973)	**Psychomotor Domain** (Simpson, 1972)
Lecture, reading, audio/visual, demonstration, or guided observations, question and answer period	1. Knowledge	1. Receiving phenomena	1. Perception 2. Set
Discussions, multimedia CBT, Socratic didactic method, reflection. Activities such as surveys, role playing, case studies, fishbowls, etc.	2.Comprehension 3. Application	2. Responding to phenomena	3. Guided response 4. Mechanism
On-the-Job-Training (OJT), practice by doing (some direction or coaching is required), simulated job settings (to include CBT simulations)	4 Analysis	3. Valuing	5. Complex response
Use in real situations. Also may be trained by using several high level activities coupled with OJT.	5 Synthesis	4. Organize values into priorities	6 Adaptation
Normally developed on own (informal learning) through self- study or learning through mistakes, but mentoring and coaching can speed the process.	6. Evaluation	5. Internalizing values	Origination

The chart does not cover all possibilities, but most activities should fit in. For example, self-study could fall under reading, audio visual, and/or activities, depending upon the type of program you design.

(extracted from http://www.nwlink.com/~donclark/hrd/strategy.html, accessed 19 Sep 2010

Annex B

Cross Reference Matrix for WSQ Competency Unit

CE – PC	UK & Range & Context	Assessment Criteria (State what is expected and required from the candidate)	Assessment Methods			Assessment Instruments/Tools	Reference		
			Oral Questioning	Written Assignment	Practical Performance		Trainer's Guide	Learner's Guide	Slides
CE1 Identify the needs and expectations of customer populations to develop customer profiles.									
PC 1.1 Research the organization's customers in accordance with the organization's policies and procedures for collecting, accessing and managing customer information.	**UK** 1.2 techniques for interpreting information on customers; **Range & Context** **Research techniques may include:** ○ interviews; ○ observations; ○ surveys;. **Research may focus on areas which may include:** ○ individual influences on customer behavior; ○ social influences on customer behavior; & ○ Lifestyle influences on customer behavior.	**Tell Me (Knowledge)** ○ interviews; ○ observations; ○ surveys; ○ questionnaires; ○ database analysis; ○ interpreting third party research output; and ○ Use of business excellence tools such as Voice of Customer, Quality Function Deployment (QFD). Identify the needs and expectations of your customers. **Show Me (Process)**	X			AA01OQ Q1, Q2	10 - 28	9 - 32	10 - 62

Sample Format for reference to develop the Cross Reference Matrix

	Customers may include: ○ internal or external customers; ○ new or repeat customers; **Customer information may include:** ○ results of customer satisfaction surveys; ○ statistical information from]. **For the purposes of research, customer information might be sorted into discrete groups which may include:** ○ individuals; ○ businesses; ○ households; ○ geographically based groups; ○ product specific customers; and ○ Customer groups characterized by age, gender, cultural factors or purchasing power.	Research the demography of your customers by: ○ Focusing on customer behavior. ○ Defining your customers ○ Sourcing customer information ○ Sorting customer information into discrete (demographic) groups **Show me (Product)** Customer intelligence report identifying the needs and expectations of customer populations.		X	X	AA01PP R1 AA05 Q1A			

I. Overview of Assessment for the Competency Unit

Competency unit:
Competency elements:

Purpose of assessment

Context of assessment	**Details**
Organisational requirement	
Operational environment	
Industry requirement	
Legal requirements	

Assessment venue:

Description of candidates: (at least four characteristics)
Special needs of candidates (at least one special need)

Any other special requirements :(at least one special requirement)

Stakeholders in AP development team and their role:

Title	**Name**	**Support in Developing Assessment Plan**

Competency Elements	**Methods**

Method	**Duration**	**Ratio of assessor to candidate**	**Remarks**
Total		**--**	**--**

II. Assessment Matrix

Mapping of Assessment Methods with Performance Requirements

Performance Criteria (**PC**)	**Types of Evidence**	**Assessment Methods (Forms)**	**Assessment Tools**
CE1			
PC1.1	Process and Product	Role Play (Direct)	
PC1.2			

Mapping of Assessment Methods with Knowledge Requirements

Underpinning Knowledge	**Types of Evidence**	**Assessment Methods (Forms)**	**Assessment Tools**
UK1			
UK…			
UK			

OR

II. Evidence Gathering Plan

Competency Element (**CE**), **Performance Criteria** (**PC**), **Underpinning Knowledge** (**UK**)	**Types/Forms of Evidence**	**Assessment methods**		**Assessment tools**
		PP	**OQ**	
PC1.1 …… UK . ……				
PC2.1 …… UK				
PC1.3 …… UK				

III. Assessment Specifications for Practical Performance

SPECIFICATIONS	GUIDELINES
Performance criteria and/or underpinning knowledge covered	▪ XXXXX • What will this assessment method cover? PC/PS/UK
Duration	▪ XXXXX ▪ How long will it take?
Venue	▪ XXXXX ➢ Where will it take place?
Set-up	▪ XXXXX ➢ What resources are required? ➢ How should the assessment site be arranged?
Assessment Task/Activity/Brief	▪ XXXXXX ➢ What is the candidate expected to do to demonstrate competence?
Pre-assessment instructions for assessors	▪ XXXXXXX ➢ What does the assessor need to know and do beforehand?
Pre-assessment instructions for candidates	▪ XXXXXXX ➢ What does the candidate need to know and do beforehand?
Process of conducting assessment	▪ XXXXXXX ➢ How will the assessor carry out the assessment on the day of assessment? ➢ What will the candidate go through?
Managing limitations of evidence	▪ XXXXXXX ➢ How should limitations of the evidence gathering process be handled? ➢ What exceptions might there be during the evidence gathering process? To what extent can assessors be flexible?

SPECIFICATIONS	GUIDELINES
	➢ Who should assessors refer to when the evidence gathered do not fulfill the rules of evidence?
Recording Assessment Result:	▪ XXXXXXX ➢ How should assessment results be handled? ➢ How will the assessment decision be made?
Feedback	▪ XXXXXXX ➢ How should the feedback process be handled?

IV. Assessment Specifications for Oral Questioning

SPECIFICATIONS	GUIDELINES
Performance criteria and/or underpinning knowledge covered	▪ XXXXX • What will this assessment method cover? PC/PS/UK
Duration	▪ XXXXX ▪ How long will it take?
Venue	▪ XXXXX ➢ Where will it take place?
Set-up	▪ XXXXX ➢ What resources are required? ➢ How should the assessment site be arranged?
Assessment Task/Activity/Brief	▪ XXXXXX ➢ What is the candidate expected to do to demonstrate competence?
Pre-assessment instructions for assessors	▪ XXXXXXX ➢ What does the assessor need to know and do beforehand?
Pre-assessment instructions for candidates	▪ XXXXXXX ➢ What does the candidate need to know and do beforehand?
Process of conducting assessment	▪ XXXXXXX ➢ How will the assessor carry out the assessment on the day of assessment? ➢ What will the candidate go through?
Managing limitations of evidence	▪ XXXXXXX ➢ How should limitations of the evidence gathering process be handled? ➢ What exceptions might there be during the evidence gathering process? To what extent can assessors be flexible?

SPECIFICATIONS	GUIDELINES
	➢ Who should assessors refer to when the evidence gathered do not fulfill the rules of evidence?
Recording Assessment Result:	▪ XXXXXXX ➢ How should assessment results be handled? ➢ How will the assessment decision be made?
Feedback	▪ XXXXXXX ➢ How should the feedback process be handled?

V. Assessment Record for Practical Performance (PP)

Candidate'sName: _____ **End Time :** _____

NRIC Number : _____ **Start Time :** _____

Assessor's Name: _____

COMPETENCY ELEMENT 1: ……				
PERFORMANCE CHECKLIST				
Performance Criteria/Underpinning Knowledge	**Assessment Criteria**	**Tick**		**Evidence of 'C' and 'NYC' must be recorded**
		C	**NYC**	
PC 2.1	Candidate is able to show the following: • ……			
PC 2.2	• …….. • ……			
PC 2.3				
PC 2.4				
PC2.5:				

VI. Assessment Record for Written Assessment

Candidate's Name : _____ **End Time :** _____

NRIC Number : _____ **Start Time :** _____

Assessor's Name : _____

COMPETENCY ELEMENT 1: ……				
KNOWLEDGE CHECKLIST				
Underpinning Knowledge	**Assessment Criteria**	**Tick**		**Evidence of 'C' and 'NYC' must be recorded**
		C	**NYC**	
UK 1.1 …	• Sample Questions……. • Suggested Answers…			
UK 1.2 …	• Sample Questions……. • Suggested Answers…			
UK 1.3 …	• Sample Questions……. • Suggested Answers…			
UK 1.4 …	• Sample Questions……. • Suggested Answers…			

VII. Summary Assessment Record

Assessment Centre :		
Competency Unit :		
Candidate Name :		
Candidate NRIC No. :		
Assessor Name :		
Assessment Method :	**Practical Performance** (**PP**)	**Oral Questioning** (**OQ**)
Assessment Date :		
Start Time :		
End Time :		

Summary

Competency Element	**Assessment Method**		**Result**
	PP	OQ	

This candidate has been assessed as:

q COMPETENT

q NOT YET COMPETENT

Assessor signature:_____

Candidate signature:_____

Feedback on outcome by assessor/feedback by candidate:

_____

_____

_____

_____

In the event of "NYC" result:

q Candidate does not wish to appeal

q Candidate wishes to appeal

Candidate signature:

_____

VIII. Assessment Tools Required and other Related Documents

- **Other <u>required</u> Assessment Tools for this assessment plan**
  e.g. case studies, role play scenarios, written test papers, logistics checklist

- **Pre-Assessment Briefing Checklist**

- **Appeal Process**

- **Version Control Record**

Version	Amendment Date	Changes	Author
1.0		New release	WDA
2.0			

- **Other <u>required</u> Assessment Tools for this assessment plan**
  e.g. case studies, role play scenarios, written test papers, logistics checklist

CODE OF PRACTICE FOR ASSESSORS

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education (NCME)). The Code of Practice below is based on the international standards.

1. The differing needs and requirements of the person(s) being assessed, the local enterprise(s) and/or industry are identified and handled with sensitivity.

2. Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary.

3. All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of the assessment outcomes.

4. The rights of the candidates (s) are protected during and after the assessment.

5. Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes.

6. The candidate(s) is made aware of rights and processes of appeal.

7. Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency.

8. Assessment decisions are based on available evidence that can be produced and verified by another assessor.

9. Assessments are conducted within the boundaries of the assessment system policies and procedures.

10. Formal agreement is obtained from both the candidate(s) and the assessor that the assessment was carried out in accordance with agreed procedures.

11. Assessment tools, systems, and procedures are consistent with equal opportunity legislation.

12. The candidate(s) is informed of all assessment reporting processes prior to the assessment.

13. The candidate(s) is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment.

14. Confidentiality is maintained regarding assessment result.

15. Results are only released with the written permission of the candidate(s).

16. The assessment results are used consistently with the purposes explained do the candidate.

17. Self-assessments are periodically conducted to ensure current competencies against the assessment and Workplace Training Competency Standards.

18. Professional development opportunities are identified and sought.

19. Opportunities for networking amongst assessors are created and maintained.

20. Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Annex C

Format of Safety Pass

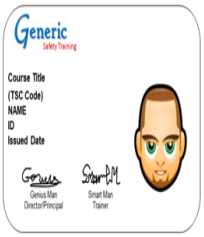
"Safety Pass/Card" is to be issued, in accordance with the format shown in Annex C. Safety Pass and/or Certificate of Course Completion is to be issued, to candidate who is assessed "Competent" in this Competency Unit.

Do note that the reference below is intended only to present the format of the pass and should not be used as an actual template for direct printing.

Guidelines for the credit card size pass for MOM WSH courses by TPs

3 ⅜ × 2 ⅛ inch (85.60 × 53.98 mm)

Front view



Font Type: Arial
Font size (Course title): Recommended 8pt or larger
Font size (Others): Recommended 6pt or larger
Photo size: 3.1cm X 2.4cm

- Pass should contain no less than the information depicted in the guide
- TP may use their own reference format for serial number
- Course Title should be the title as indicated in the WSQ Framework(CS/CTAG). The Technical Skills and Competency (TSC) Code and Title, should also be printed in parentheses ( ) aligned to the title reflected in either the Competency Standards (CS) or TSC. However, it is not required to print the TSC Course name if it is the same as the SC/CTAG title
- ID should be FIN, NRIC Passport Number or any unique official identifier
- Course Venue should reflect address of training centre (not business office, etc) which pass holder attended
- Trainer signature should reflect the trainer that conducted the course

Back view

1. Use of card is governed by terms and conditions of < Name of Training Provider>
2. < Name of Training Providers> is a SkillsFuture Singapore Agency's Training Provider at the date of issuance of the pass
3. This card is not transferrable
4. The course is conducted @ < Course venue>
5. Holder of the card has been certified competent in the **<Course Title>** on the issued date as indicated in front.
6. This card will expire <xx> years from the date of issue.
7. This card is the property of < Name of Training Provider> and must be returned on request.
8. Card shall be retained if it has been tampered with, misused or replaced.
9. This card is issued by < Name of Training Provider>. If found, please return to < Name of Training Provider>. at <Address of < Name of Training Provider>..
10. For enquiries, please contact < Name of Training Provider>. > at <hotline>

Font Type: Arial
Font size : Recommended 6pt or larger

Annex D

Format for Certificate of Successful Completion

"Certificate of Successful Completion" is to be issued, in accordance with the format shown in Annex E. This is in addition to the Statement of Attainment (SOA) issued by SSG for WSQ courses.

Do note that the reference below is intended only to present the format of the certificate and should not be used as an actual template for direct printing.