

Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction)

Specification

NVQs/Competence-based qualifications

First registration May 2019

Edexcel, BTEC and LCCI qualifications

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ISBN 978 1 446 95898 8

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1 Introducing Edexcel NVQs/ Competence-based qualifications

What are NVQs/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational Standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development for employees who have been in the workplace for some time. The qualifications are also a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQs/Competence-based qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of the TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQs/Competence-based qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction)
Qualification Number (QN)	603/4367/9
Regulation start date	01/05/2019
Operational start date	01/05/2019
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	960
Guided Learning Hours (GLH)	321
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Guide for Centres to Enrolling onto Qualifications</i> (see <i>Section 7 Access and recruitment</i>). Centres must also follow the <i>Pearson Guide for Centres to Enrolling onto Qualifications</i> (see <i>Section 7 Access and recruitment</i>).

Qualification title	Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction)
Funding	Qualifications eligibility for 16–19, apprenticeship and 19+ advanced learner loan funding can be found on the funding Hub. The Education and Skills Funding Agency (ESFA) also publishes a list of the qualifications eligible for the 19–23 Level 2 and Level 3 legal entitlement, and a list of the qualifications eligible for 19+ advanced learner loans.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website.

3 Qualification purpose

Qualification objectives

The Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction) is for learners who work as construction operatives carrying out specialist activities at height and responsible for planning the work activities and resources for them. The qualification gives learners the opportunity to:

- develop the technical skills, role-related knowledge and understanding, and behaviours required to work in job roles in construction and the built environment
- demonstrate competence in specialist roles working at height, for example, as lightning protection engineers, scaffolders, steeplejacks
- gain recognition for existing skills and knowledge
- achieve a nationally-recognised Level 3 qualification
- develop personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction) 600/9375/4, which has expired.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction) can progress to supervisory and management qualifications, for example occupational work supervision or construction site supervision NVQs, and into other occupational areas such as team leading and management.

Industry support and recognition

This qualification is supported by the Construction Industry Training Board (CITB), the Sector Skills Council for construction and the built environment.

Relationship with occupational standards

This qualification is based on the National Occupational Standards (NOS), which were set and designed by the CITB.

4 Qualification structure

Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction)

Learners will need to meet the mandatory requirements outlined in the table below and one from five pathways, outlined in the following pages, before the qualification can be awarded.

Number of units that must be achieved from the mandatory group	5
Number of units that must be achieved at Level 3 or above	5

Unit number	Group A – mandatory units for all pathways	Level	Guided Learning Hours
1	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	3	33
2	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	27
3	Confirming the Occupational Method of Work in the Workplace	3	37
4	Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace	2	57
5	Conforming to General Health, Safety and Welfare in the Workplace	1	7

Pathway 1: Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Scaffolding and Offshore Scaffolding)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	8
Total Qualification Time for this pathway	1170
Guided Learning Hours for this pathway	391

Unit number	Group B – mandatory units for Pathway 1	Level	Guided Learning Hours
6	Erecting Specialised, Designed Scaffolds and Rigging in the Workplace	3	83
Unit number	Group C – optional units for Pathway 1 Learners must complete TWO units from this group.	Level	Guided Learning Hours
7	Erecting and Dismantling Overhead Scaffolds in the Workplace	3	83
8	Erecting and Dismantling Falsework Scaffolds in the Workplace	3	77
9	Erecting and Dismantling Shoring Scaffolds in the Workplace	3	87
10	Erecting and Dismantling Temporary Roof Scaffolds in the Workplace	3	70
Unit number	Group D – additional unit for Pathway 1 This unit will not count towards the minimum number of units required for the qualification.	Level	Guided Learning Hours
11	Inspecting Scaffolding/Rigging Systems in the Workplace	3	70

Pathway 2: Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Steeplejacking)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	11
Total Qualification Time for this pathway	1860
Guided Learning Hours for this pathway	620

Unit number	Group E – mandatory units for Pathway 2	Level	Guided Learning Hours
6	Erecting Specialised, Designed Scaffolds and Rigging in the Workplace	3	83
11	Inspecting Scaffolding/Rigging Systems in the Workplace	3	70
12	Carrying Out Site Measurements and Evaluations in the Workplace	3	63
13	Erecting and Removing Specialist Access Equipment in the Workplace	2	73
14	Installing Temporary Lifting and Suspension Apparatus in the Workplace	2	83
15	Erecting and Dismantling Steeplejack Scaffolds for Multifaceted Surfaces in the Workplace	3	87
Unit number	Group F – additional units for Pathway 2 Units from this group will not count towards the minimum number of units required for the qualification.	Level	Guided Learning Hours
16	Maintaining Slate and Tile Roofing in the Workplace	2	47
17	Erecting Metal Chimneys in the Workplace	2	63
18	Demolishing/Dismantling Masonry and Concrete Structures in the Workplace	2	63
19	Producing Standard Templates and Moulds in the Workplace	2	30

Unit number	Group F contd. – additional units for Pathway 2 Units from this group will not count towards the minimum number of units required for the qualification.	Level	Guided Learning Hours
20	Producing Complex Templates and Moulds in the Workplace	3	150
21	Securing and Using Rope Access Arrangements in the Workplace	2	63
22	Installing Sheet Metal Cladding to Chimneys or Ducting in the Workplace	3	83
23	Installing Ducting and Flue Systems in the Workplace	3	83

Pathway 3: Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Lightning Protection Engineer)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	10
Total Qualification Time for this pathway	1510
Guided Learning Hours for this pathway	529

Unit number	Group G – mandatory units for Pathway 3	Level	Guided Learning Hours
13	Erecting and removing specialist access equipment in the workplace	3	73
12	Carrying Out Site Measurements and Evaluations in the Workplace	3	63
24	Installing Lightning Conductor Systems in the Workplace	2	67
25	Identifying and Marking the Location of Utilities Apparatus and Sub-structures in the Workplace	2	65
26	Installing Electrical Earthing Systems in the Workplace	2	100
Unit number	Group H – additional units for Pathway 3 Units from this group will not count towards the minimum number of units required for the qualification.	Level	Guided Learning Hours
14	Installing Temporary Lifting and Suspension Apparatus in the Workplace	2	83
21	Securing and Using Rope Access Arrangements in the Workplace	2	63

Pathway 4: Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Temporary Suspended Access Equipment)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	8
Total Qualification Time for this pathway	1200
Total Guided Learning Hours for this pathway	401

Unit number	Group I – mandatory units for Pathway 4	Level	Guided Learning Hours
6	Erecting Specialised, Designed Scaffolds and Rigging in the Workplace	3	83
11	Inspecting Scaffolding/Rigging Systems in the Workplace	3	70
27	Devising and Erecting Specialised Rigging/Scaffolding Systems in the Workplace	3	87

Pathway 5: Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Lightning Protective Systems Inspecting and Testing)

Number of units that must be achieved for this pathway, including the mandatory units from Group A	8
Total Qualification Time for this pathway	960
Guided Learning Hours for this pathway	321

Unit number	Group J – mandatory units for Pathway 5	Level	Guided Learning Hours
12	Carrying Out Site Measurements and Evaluations in the Workplace	3	63
28	Erecting and Dismantling Access/Working Platforms in the Workplace	2	27
29	Inspecting and Testing Lightning Protection Systems in the Workplace	3	70
Unit number	Group K – additional units for Pathway 5 Units from this group will not count towards the minimum number of units required for the qualification.	Level	Guided Learning Hours
14	Installing Temporary Lifting and Suspension Apparatus in the Workplace	2	83
21	Securing and Using Rope Access Arrangements in the Workplace	2	63

Unit endorsements

Unit	Unit reference number	Unit title	Endorsement
4	252	Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace	<p>One of the following endorsements is required (i.e. own area of work):</p> <ul style="list-style-type: none"> • scaffolding • offshore scaffolding • steeplejacking • lightning protection engineering • rigging – suspended access equipment. <p>Plus two of the following endorsements are required:</p> <ul style="list-style-type: none"> • scaffold/rigging • secured steelwork structures • wire and rope systems • permanently installed anchorage points • temporary anchorage points • track systems • proprietary systems.
6	405	Erecting Specialised, Designed Scaffolds and Rigging in the Workplace	<p>One of the following endorsements is required:</p> <ul style="list-style-type: none"> • scaffolding • steeplejacking • rigging – structures used in entertainment • rigging – suspended access equipment • offshore scaffolding.

Unit	Unit reference number	Unit title	Endorsement
7	406	Erecting and Dismantling Overhead Scaffolds in the Workplace	Two of the following endorsements are required: <ul style="list-style-type: none"> • drop scaffolds • hung scaffolds • scaffolds to span gaps (bridging) • load-bearing scaffold • scaffolds with restricted access and/or build restrictions • truss out.
8	407	Erecting and Dismantling Falsework Scaffolds in the Workplace	One of the following endorsements is required: <ul style="list-style-type: none"> • tube and fitting • systems scaffold.
9	408	Erecting and Dismantling Shoring Scaffolds in the Workplace	Two of the following endorsements are required: <ul style="list-style-type: none"> • raking shore scaffolds • flying shore scaffolds • dead shore scaffolds.
10	609	Erecting and Dismantling Temporary Roof Scaffolds in the Workplace	One of the following endorsements is required: <ul style="list-style-type: none"> • tube and fitting • systems scaffold.
12	120	Carrying Out Site Measurements and Evaluations in the Workplace	One of the following endorsements is required (i.e. own area of work): <ul style="list-style-type: none"> • steeplejacking • lightning protection engineering • lightning protective systems inspecting and testing.

Unit	Unit reference number	Unit title	Endorsement
13	254	Erecting and Removing Specialist Access Equipment in the Workplace	<p>One of the following endorsements is required:</p> <ul style="list-style-type: none"> • steeplejacking: vertical ladders, roof ladders • lightning protection engineering: roof ladders, tower scaffolds, crawler boards • rigging – suspended access equipment: suspended platforms • rigging – structures used in entertainment: vertical ladders, rope ladders, crawler boards.
14	255	Installing Temporary Lifting and Suspension Apparatus in the Workplace	<p>Two of the following endorsements are required:</p> <ul style="list-style-type: none"> • block and tackle material lifting gear (manual and mechanical) • cradle suspensions • rope access equipment • bosun's seats • winches • counterbalance lifting systems • suspended platforms.
15	410	Erecting and Dismantling Steeplejack Scaffolds for Multifaceted Surfaces in the Workplace	<p>One of the following endorsements is required:</p> <ul style="list-style-type: none"> • internal multifaceted surfaces • external multifaceted surfaces.

Unit	Unit reference number	Unit title	Endorsement
17	53	Erecting Metal Chimneys in the Workplace	One of the following endorsements are required: <ul style="list-style-type: none"> mechanically joined welded.
18	155	Demolishing/Dismantling Masonry and Concrete Structures in the Workplace	One of the following endorsements is required: <ul style="list-style-type: none"> brick/masonry concrete.
22	414	Installing Sheet Metal Cladding to Chimneys or Ducting in the Workplace	One of the following endorsements is required: <ul style="list-style-type: none"> chimneys ducting.
23	415	Installing Ducting and Flue Systems in the Workplace	One of the following endorsements are required: <ul style="list-style-type: none"> ducting flue system.
25	372	Identifying and Marking the Location of Utilities Apparatus and Sub-structures in the Workplace	The following endorsement is required (i.e. own area of work): <ul style="list-style-type: none"> lightning protection engineer.
27	413	Devising and Erecting Specialised Rigging/Scaffolding Systems in the Workplace	The following endorsement is required: <ul style="list-style-type: none"> rigging – suspended access equipment plus one of the following endorsements is required: <ul style="list-style-type: none"> mobile flying static aquatic.

Unit	Unit reference number	Unit title	Endorsement
28	250	Erecting and Dismantling Access/Working Platforms in the Workplace	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> • accessing operations and rigging. <p>Plus two of the following endorsements are required:</p> <ul style="list-style-type: none"> • ladders/crawler boards • stepladders/platform steps • proprietary towers • trestle platforms • mobile scaffold towers • proprietary staging/podiums.

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. So that they can develop and demonstrate the occupational competence required, learners must be in employment or working with a training provider on a programme.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our *Collaborative and Consortium Arrangements for the Delivery of Vocational Qualifications Policy* document is available on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- giving potential learners initial advice and guidance, including work tasters, to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve employers in the induction process. This helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craft skills and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with learners and employers suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business contexts and requirements so that the programme can be tailored to meet their needs
- working with employers to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and who can act as a contact for the assessor/tutor
- helping employers to better understand their role in the delivery of the programme. It is important that employers understand that learners must be given sufficient and relevant work in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements given below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards or a Realistic Working Environment (RWE) (where permitted, as specified in the assessment strategy for the sector), equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the document *General Guidance for Centres and Learners Pearson NVQ/SVQ and Competence-based Qualifications*. Additionally, centres offering the qualification as stand-alone should refer to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications*. Centres offering the qualification within BTEC Apprenticeship frameworks should refer to the document *Quality Assurance Handbook, BTEC Apprenticeship*. All three documents are available on our website.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, visit www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality and Diversity Policy* document requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

To achieve a pass for this qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessments for the units in this qualification are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of Languages in Qualifications Policy* document, available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) *Access Arrangements and Reasonable Adjustments*. The document is available on our website.

Internal assessment

The units in this qualification are assessed through an internally- and externally quality-assured Portfolio of Evidence, made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

There must be workplace evidence against each learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant learning outcome and assessment criterion. Please refer to page 28 for further information on the assessment of knowledge and understanding.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes:

valid	is relevant to the standards for which competence is claimed
authentic	is produced by the learner
current	is sufficiently recent to create confidence that the same skill, understanding or knowledge persists at the time of the claim
reliable	indicates that the learner can consistently perform at this level
sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the assessment requirements for the qualification
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of the claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification; further guidance is available in our *Recognition of Prior Learning Policy and Process* document, available on our website
- a combination of the above.

Assessment requirements

The assessment strategy for the qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

The assessment strategy for the qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10 Quality assurance of centres*) and the requirements of the assessment strategy given in *Annexe A*.

In line with the assessment strategy, evidence for internally-assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S) where this is stated as acceptable /allowable in the unit
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Taken as a whole, the evidence must show that the candidate consistently meets all the learning outcomes and assessment criteria across the scope/range within each unit.

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units.

It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit assessed. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with ConstructionSkills assessment strategy.

In line with ConstructionSkills assessment strategy, knowledge evidence may be established from questioning the candidate, or from industry recognised industry education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification.

Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Units*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and Appeals about Pearson Vocational Qualifications Policy* document, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals about Pearson Vocational Qualifications Policy* document, available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements and Reasonable Adjustments*.

Both documents are on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements and Reasonable Adjustments*.

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson competence-based qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will receive at least **one** visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the Occupational Standards for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the document *General Guidance for Centres and Learners Pearson NVQ/SVQ and Competence-based Qualifications*.

Additionally, centres offering the qualification as stand-alone should refer to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications*. Centres offering the qualification within BTEC Apprenticeship frameworks should refer to the document *Quality Assurance Handbook BTEC Apprenticeship*.

All three documents mentioned above are available on our website.

11 Units

Unit format

Each unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit and it will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Unit type

This says if the unit is mandatory or optional for the qualification. See information in *Section 4 Qualification structure* for full details.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities, for example lectures, tutorials, online instruction, supervised study, that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

Unit 1: Confirming Work Activities and Resources for an Occupational Work Area in the Workplace

Level: 3

Unit type: Mandatory

Guided Learning Hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in confirming work activities and resources for an occupational work area in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify work activities which influence each other and make the best use of the resources available	1.1	Identify work activities, assess required resources and plan the sequence of work			
		1.2	Identify work activities and formulate a plan for their own sequence of work			
		1.3	Explain the types of work relative to the occupational area and how to identify different work activities			
		1.4	Explain methods of assessing the resources needed from a range of available information			
		1.5	Explain the required information and the different methods used to prepare a work programme relative to the occupational area			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Identify changed circumstances that require alterations to the work programme and justify them to decision makers	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available			
		2.2	Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Evaluate the work activities and the requirements of any significant external factors against the project requirements	3.1	Assess progress of work against project requirements, taking into account external factors relating to: <ul style="list-style-type: none"> • other occupations and/or customers • resources • weather conditions • health and safety requirements 			
		3.2	Explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> • contract conditions • contract programme • health and safety requirements of operatives 			
		3.3	Evaluate the requirements of significant external factors that could affect the progress of work in relation to: <ul style="list-style-type: none"> • other related programmes • special working conditions • weather conditions • other occupations/people • resources • health and safety requirements 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Identify work activities which influence each other and make the best use of the resources available	4.1	Determine work activities that have an influence on each other			
		4.2	<ul style="list-style-type: none"> Evaluate which work activities make the best use of available resources in relation to: occupations and/or customers associated with the work tools, plant and/or ancillary equipment materials and components 			
		4.3	Explain different methods and sources that can identify which work activities influence each other			
		4.4	Describe how to determine the sequence of work activities and how long each work activity will take			
		4.5	Describe what zero and low carbon requirements are			
		4.6	Explain how work activities and different ways of using resources can impact on zero and low carbon requirements and make a positive contribution to the environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Identify changed circumstances that require alterations to the work programme and justify them to decision makers	5.1	Evaluate project progress against the work programme to identify any changed circumstances			
		5.2	Inform line management and/or customers on the type and extent of any required changes to the work programme			
		5.3	Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements			
		5.4	Explain how to assess contractual/work effects resulting from alterations to the work programme			
		5.5	Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2:	Developing and Maintaining Good Occupational Working Relationships in the Workplace
Level:	5
Unit type:	Mandatory
Guided Learning Hours:	27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in developing and maintaining good occupational working relationships in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Develop, maintain and encourage working relationships to promote goodwill and trust	1.1	Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved			
		1.2	Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others			
		1.3	Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people			
		1.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency	2.1	Communicate on the following work activity information to relevant people following organisational procedures: appropriate timescales <ul style="list-style-type: none"> health and safety requirements co-ordination of work procedures 			
		2.2	Explain the different methods and techniques used to inform relevant people about work activities			
		2.3	Explain the effects of not informing relevant people with the expected level of urgency			
		2.4	Explain the different types of work activity-related information and what level of detail the following people would expect to receive: <ul style="list-style-type: none"> colleagues employers customers contractors suppliers of products and services other people affected by the work/project 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Offer advice and help to relevant people about work activities and encourage questions/ requests for clarification and comments	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome			
		3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments			
		3.3	Explain the different ways of offering advice and help to different people about work activities in relation to: <ul style="list-style-type: none"> • progress • results • achievements • occupational problems • occupational opportunities • health and safety requirements • co-ordinated work 			
4	Clarify proposals with relevant people and discuss alternative suggestions	4.1	Engage in regular discussions with relevant people about the occupational work activity and/or other occupations involved			
		4.2	Explain the methods of clarifying alternative proposals with relevant people			
		4.3	Explain the methods of suggesting alternative proposals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work			
		5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Confirming the Occupational Method of Work in the Workplace

Level:	3
Unit type:	Mandatory
Guided Learning Hours:	37

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to verify competence in confirming the occupational method of work in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Assess available project data accurately to determine the occupational method of work	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work			
		1.2	Explain how to summarise the following project data: <ul style="list-style-type: none"> • required quantities • specifications • detailed drawings • health and safety requirements • timescales • scope of works 			
		1.3	Explain the different methods of assessing available project data			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Explain how to use project data to interpret the work method in relation to: <ul style="list-style-type: none"> • standard work procedures • sequence of work • organisation of resources (people, equipment, materials) • work techniques • working conditions (health, safety and welfare) • risk assessment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Obtain additional information from alternative sources in cases where the available project data is insufficient	2.1	Collect and collate additional information from alternative sources to clarify the work to be carried out within appropriate timescales			
		2.2	Explain the different methods and techniques used to inform relevant people about work activities			
		2.3	Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> • customers or representatives • suppliers • regulatory authorities • manufacturer's literature 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify work methods that will make best use of resources and meet project, statutory and contractual requirements	3.1	Examine potential work methods to carry out the occupational work activity			
		3.2	Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria			
		3.3	<p>Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria in relation to:</p> <ul style="list-style-type: none"> • health and safety welfare (principles of protection) • fire protection • access and egress • equipment availability • availability of competent workforce • pollution risk • waste and disposal • zero and low carbon outcomes • weather conditions 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: <ul style="list-style-type: none"> • conforming to statutory requirements • customer and user needs • contract requirements in terms of time, quantity and quality • environmental considerations 			
		3.5 Explain how different methods of work can achieve zero/low carbon outcomes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Confirm and communicate the selected work method to relevant personnel	4.1	Confirm the selected occupational work method that meets project, statutory and contractual requirements			
		4.2	Communicate appropriately to relevant people on the selected occupational work method			
		4.3	Describe the different techniques and methods of confirming and communicating work methods to relevant people			
		4.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4:	Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace
Level:	2
Unit type:	Mandatory
Guided Learning Hours:	57

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in utilising provision of fall protection systems and/or equipment in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against **one** of the following endorsements (i.e. own area of work):

- scaffolding
- steeplejacking
- lightning protection engineering
- rigging – suspended access equipment
- safety net rigging
- fall arrest
- offshore scaffolding

plus **two** of the following endorsements:

- scaffold/rigging
- secured steelwork structures
- wire and rope systems
- permanent anchorage points
- temporary anchorage points
- track systems
- proprietary systems.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when utilising provision of fall protection systems and/or equipment	1.1	Interpret and extract information from plans, drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • drawings • specifications • method statements • risk assessments • schedules • manufacturers' information • regulations and official guidance associated with the provision of fall protection systems 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when utilising provision of fall protection systems and/or equipment	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Avoid risk by maintaining safe working practices when utilising provision of fall protection systems and/or equipment	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when utilising provision of fall protection systems and/or equipment			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to utilising provision of fall protection systems and/or equipment, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to utilise provision of fall protection systems and/or equipment	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • collective protective equipment • full body harness • lanyard with and without shock absorber • associated hooks, rings and buckles • tools and equipment 			
		4.2	Select resources associated with own work in relation to materials and components, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when utilising provision of fall protection systems and/or equipment	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when utilising provision of fall protection systems and/or equipment	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to utilise provision of fall protection systems to the required specification and/or equipment	7.1	Demonstrate the following work skills when utilising provision of fall protection systems and/or equipment: <ul style="list-style-type: none"> wearing, attaching, setting out, positioning, securing, checking and removing 			
		7.2	Employ and utilise fall protection systems and/or equipment to given working instructions, using recognised anchor points for two of the following: <ul style="list-style-type: none"> scaffold/rigging secured steelwork structures wire and rope systems permanently installed anchorage points temporary anchorage points track systems proprietary systems 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • locate and position fall protection systems • wear safety harnesses, attach and secure to fall protection system's equipment • identify the differences between fall arrest, restraint and access systems and harnesses • identify the differences between shock absorbent and restraining lanyards • visually inspect the fall protection system and equipment for security, safety and operational movement • identify the thorough examination and test criteria for fall protection equipment (inertia reels, eyebolts and anchor points) • apply hierarchy of control measures for working at height • detach and remove fall protection attire and equipment • comply with a rescue plan • use hand tools • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools, and fall protection systems and equipment			
		7.5	State the needs of other occupations and how to communicate within a team when utilising provision for fall protection systems			
		7.6	Describe how to maintain the tools, systems and equipment used when utilising provision of fall protection systems and/or equipment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: **Conforming to General Health, Safety and Welfare in the Workplace**

Level:	1
Unit type:	Mandatory
Guided Learning Hours:	7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with all workplace health, safety and welfare legislation requirements	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area			
		1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements			
		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: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			

Learning outcomes		Assessment criteria		Portfolio reference	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Portfolio reference	Portfolio reference	Date
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: <ul style="list-style-type: none"> • dealing with accidents and emergencies associated with the work and environment • methods of receiving or sourcing information • reporting • stopping work • evacuation • fire risks and safe exit procedures • consultation and feedback 			

Learning outcomes		Assessment criteria		Portfolio reference	Portfolio reference	Date
		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			

Learning outcomes		Assessment criteria		Portfolio reference	Portfolio reference	Date
4	Work responsibly to contribute to workplace health, safety and welfare while 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: <ul style="list-style-type: none"> • recognising when to stop work in the face of serious and imminent danger to self and/or others • contributing to discussions and providing feedback • reporting changed circumstances and incidents in the workplace • 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> • during the working day • on completion of the day's work • for unauthorised personnel (other operatives and the general public) • for theft 			
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Erecting Specialised, Designed Scaffolds and Rigging in the Workplace

Level:	3
Unit type:	Mandatory
Guided Learning Hours:	83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting specialised, designed scaffolds and rigging in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required:

- scaffolding
- steeplejacking
- rigging – structures used in entertainment
- rigging – suspended access equipment
- offshore scaffolding.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting specialised, designed scaffolds and rigging	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • drawings • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations and official guidance 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting specialised, designed scaffolds and rigging	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when erecting specialised, designed scaffolds and rigging	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting specialised, designed scaffolds and rigging			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting specialised, designed scaffolds and rigging, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect specialised, designed scaffolds and rigging	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: <ul style="list-style-type: none"> recognising when to stop work in the face of serious and imminent danger to self and/or others contributing to discussions and providing feedback reporting changed circumstances and incidents in the workplace 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			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect specialised, designed scaffolds and rigging			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting specialised, designed scaffolds and rigging	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting specialised, designed scaffolds and rigging	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect specialised, designed scaffolds and rigging to the required specification	7.1	Demonstrate the following work skills when erecting specialised, designed scaffolds and rigging: <ul style="list-style-type: none"> • inspecting • measuring • positioning • setting out • evaluating • organising 			
		7.2	Erect an engineer's designed specialised scaffold/rigging structure to given working instructions for one of the following occupational areas: <ul style="list-style-type: none"> • scaffolding • steeplejacking • rigging: structures used in entertainment • rigging: suspended access equipment • offshore scaffolding 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • refer to survey and site inspection for the specialised, designed scaffold/rigging requirement • confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered • measure and evaluate the scope and design of the scaffold/rigging • plan for and organise resources to erect the scaffold/rigging to the design • confirm and set out for the scaffold/rigging to be erected • erect scaffolds for use by other occupations • maintain records and document design of scaffold/rigging • visually inspect fall protection equipment • install and test ties and anchors • use hand tools, measuring and calculation tools, ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store hand tools, measuring and calculation tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when erecting specialised, designed scaffolds and rigging			
		7.6	Describe how to maintain the tools and equipment used when erecting specialised, designed scaffolds and rigging			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Erecting and Dismantling Overhead Scaffolds in the Workplace

Level: 3

Unit type: Mandatory (except for Pathway 1)

Guided Learning Hours: 83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling overhead scaffolds in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Two of the following endorsements are required:

- drop scaffolds
- hung scaffolds
- scaffolds to span gaps (bridging)
- load-bearing scaffold
- scaffolds with restricted access and/or build restrictions
- truss out.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling overhead scaffolds	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations and official guidance associated with scaffolding work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling overhead scaffolds	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height, with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when erecting and dismantling overhead scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling overhead scaffolds			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling overhead scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle overhead scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings/anchors and ties • tools and equipment • access equipment 			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle overhead scaffold structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling overhead scaffolds	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting and dismantling overhead scaffolds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle overhead scaffolds	7.1	Demonstrate the following work skills when erecting and dismantling overhead scaffolds: <ul style="list-style-type: none"> • measuring • setting out and positioning • assembling • fixing and securing • removing 			
		7.2	Erect and dismantle tube and fitting and/or system scaffold for overhead scaffolds to given working instructions to form two of the following: <ul style="list-style-type: none"> • drop scaffolds • hung scaffolds • scaffolds to span gaps (bridging) • load-bearing scaffold • scaffolds with restricted access and/or build restrictions • truss out 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify requirements of scaffold design drawings and formula • confirm the area to erect the overhead scaffold • confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • erect and secure the following scaffolds: drop, hung and load-bearing scaffolds, scaffolds with restricted access and build restrictions, truss out • erect and secure scaffold for the use of other occupations • dismantle and remove overhead scaffolds • visually inspect fall protection equipment • install and test anchors and ties • use hand tools and ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling overhead scaffolds			
		7.6	Describe how to maintain the tools and equipment used when erecting and dismantling overhead scaffolds			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Erecting and Dismantling Falsework Scaffolds in the Workplace

Level: 3

Unit type: Mandatory (except for Pathway 1)

Guided Learning Hours: 77

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling falsework scaffolds in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required:

- tube and fitting
- systems scaffold.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling falsework scaffolds	1.1	Interpret and extract information from: <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • method statement • risk assessments • schedules • manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations and official guidance associated with scaffolding work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling falsework scaffolds	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height, with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when erecting and dismantling falsework scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling falsework scaffolds			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling falsework scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle falsework scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings/anchors and ties • tools and equipment • access equipment 			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle falsework scaffold structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling falsework scaffolds	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting and dismantling falsework scaffolds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle falsework scaffolds	7.1	Demonstrate the following work skills when erecting and dismantling falsework scaffolds: <ul style="list-style-type: none"> • measuring • setting out and positioning • assembling • fixing and securing • removing 			
		7.2	Erect and dismantle tube and fitting and/or system scaffold for falsework scaffolds to given working instructions to form falsework scaffolds			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify requirements of scaffold design drawings and formula • confirm the area to erect the falsework scaffold • confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance (live loads) • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • erect and secure the scaffold for the use of other occupations • dismantle and remove falsework scaffolds • visually inspect fall protection equipment • use hand tools and ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling falsework scaffolds			
		7.6	Describe how to maintain the tools and equipment used when erecting and dismantling falsework scaffolds			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Erecting and Dismantling Shoring Scaffolds in the Workplace

Level: 3

Unit type: Mandatory (Except for Pathway 1)

Guided Learning Hours: 87

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling shoring scaffolds in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Two of the following endorsements are required:

- raking shore scaffolds
- flying shore scaffolds
- dead shore scaffolds.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling shoring scaffolds	1.1	Interpret and extract information from: <ul style="list-style-type: none"> plans, drawings and sketches specifications method statement risk assessments schedules manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations and official guidance associated with scaffolding work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling shoring scaffolds	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height, with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when erecting and dismantling shoring scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling shoring scaffolds			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling shoring scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle shoring scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings/anchors and ties • tools and equipment • access equipment 			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle shoring scaffold structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling shoring scaffolds	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting and dismantling shoring scaffolds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle shoring scaffolds to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling falsework scaffolds: <ul style="list-style-type: none"> • measuring • setting out and positioning • assembling • fixing and securing • removing 			
		7.2	Erect and dismantle tube and fitting and/or system scaffold to given working instructions to form two of the following: <ul style="list-style-type: none"> • raking shore scaffolds • flying shore scaffolds • dead shore scaffolds 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify requirements of scaffold design drawings and formula • confirm the area to erect the shoring scaffold • confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • erect and secure the scaffold for the use of other occupations • dismantle and remove shoring scaffolds • visually inspect fall protection equipment • install and test ties and anchors • use hand tools and ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling shoring scaffolds			
		7.6	Describe how to maintain the tools and equipment used when erecting and dismantling shoring scaffolds			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Erecting and Dismantling Temporary Roof Scaffolds in the Workplace

Level: 3

Unit type: Mandatory (Except for Pathway 1)

Guided Learning Hours: 70

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling temporary roof scaffolds in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required:

- tube and fitting
- systems scaffold.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling temporary roof scaffolds	1.1	Interpret and extract information from: <ul style="list-style-type: none"> plans, drawings and sketches specifications method statement risk assessments schedules manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations and official guidance associated with scaffolding work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling temporary roof scaffolds	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height, with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when erecting and dismantling temporary roof scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling temporary roof scaffolds			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling temporary roof scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle temporary roof scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings/anchors and ties • tools and equipment • access equipment 			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle shoring scaffold structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling temporary roof scaffolds	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting and dismantling temporary roof scaffolds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle temporary roof scaffolds to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling temporary roof scaffolds: <ul style="list-style-type: none"> • measuring • setting out and positioning • assembling • fixing and securing • removing 			
		7.2	Erect and dismantle tube and fitting and/or system scaffold to given working instructions to form: <ul style="list-style-type: none"> • mobile temporary roofs • prefabricated roof scaffolds • beams 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify requirements of scaffold design drawings and formula • confirm the area to erect the temporary roof scaffold • confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • erect, secure, dismantle and remove the following: <ul style="list-style-type: none"> ◦ temporary roof scaffolds ◦ structures using independent scaffolds and beams ◦ mobile temporary roofs ◦ prefabricated roof scaffolds • erect and secure the scaffold for the use of other occupations • work with lifting equipment and accessories 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> visually inspect fall protection equipment install and test ties and anchors use hand tools and ancillary equipment work at height use access equipment 			
		7.4	Safely use and store materials, hand tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling temporary roof scaffolds			
		7.6	Describe how to maintain the tools and equipment used when erecting and dismantling temporary roof scaffolds			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11:	Inspecting Scaffolding/Rigging Systems in the Workplace
Level:	3
Unit type:	Various
Guided Learning Hours:	70

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in inspecting scaffolding/rigging systems in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when inspecting scaffolding/rigging systems	1.1	Interpret and extract information from: <ul style="list-style-type: none"> plans, drawings and sketches specifications method statement risk assessments schedules manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations and official guidance associated with scaffolding/rigging 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when inspecting scaffolding/rigging systems	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when inspecting scaffolding/rigging systems	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when inspecting scaffolding/rigging systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to inspecting scaffolding/rigging systems and the types, purpose and limitations of each type			
		3.3	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to inspect scaffolding/rigging systems	4.1	Select resources associated with own work equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to inspection and recording equipment			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Describe any potential hazards associated with the resources and methods of work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when inspecting scaffolding/rigging systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when inspecting scaffolding/rigging systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to inspect scaffolding/rigging systems to the required specification	7.1	Demonstrate the following work skills when inspecting scaffolding/rigging systems: <ul style="list-style-type: none"> • measuring • checking • recording 			
		7.2	Inspect scaffolding/rigging systems for compliance with current legislation and issue an inspection or thorough examination certificate			
		7.3	Safely use materials, tools and inspection and recording equipment			
		7.4	Safely store the materials, tools and equipment used when inspecting scaffolding/rigging systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify the location and the type of scaffolding/rigging arrangement for inspection • confirm frequency of inspection and thorough examination • inspect stability and security of the scaffold and rigging structures • confirm that the structure complies with current legislation and approved practices • communicate with appropriate personnel for corrections to the structure that will uphold its integrity and security • record and report findings • issue appropriate certification • visually inspect fall protection equipment • use inspection and recording equipment • work at height • use access equipment 			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when inspecting scaffolding/rigging systems			
	7.7	Describe how to maintain the tools and equipment used when inspecting scaffolding/rigging systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Carrying Out Site Measurements and Evaluations in the Workplace

Level:	3
Unit type:	Mandatory
Guided Learning Hours:	63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in carrying out site measurements and evaluations in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required (i.e. own area of work):

- steeplejacking
- lightning protection engineering
- lightning protective systems inspecting and testing.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when carrying out site measurements and evaluations	1.1	Interpret and extract information from: <ul style="list-style-type: none"> drawings and sketches specifications method statements schedules manufacturers' information oral/written instructions 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • drawings • specifications • method statements • schedules • manufacturers' information • regulations governing buildings 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when carrying out site measurements and evaluations	2.1	Describe their responsibilities regarding potential accidents and health hazards while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when carrying out site measurements and evaluations	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when carrying out site measurements and evaluations			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to inspecting scaffolding/rigging systems and the types, purpose and limitations of each type			
		3.3	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to carry out site measurements and evaluations	4.1	Select resources associated with own work in relation to measuring and recording tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • measuring tapes • levels • documentation • materials and components • measuring and recording tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to carry out site measurements and evaluations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when carrying out site measurements and evaluations	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when carrying out site measurements and evaluations	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of work schedules/diaries, progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to carry out site measurements and evaluations to the required specification	7.1	Demonstrate the following work skills when carrying out site measurements and evaluations: <ul style="list-style-type: none"> • measuring • marking out • evaluating • reporting • communicating 			
		7.2	Carry out site measurements and evaluations relating to construction and allied activities for own work area to given working instructions: <ul style="list-style-type: none"> • measure and check dimensions • confirm structural backgrounds as complete and acceptable for work requirements • report results of findings to manager, as appropriate 			
		7.3	Safely use materials, measuring tools and and/or equipment			
		7.4	Safely store the materials, tools and equipment used when carrying out site measurements and evaluations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • measure and check dimensions • confirm structural backgrounds as complete and acceptable to work requirements • evaluate work requirements • report to manager, as appropriate • use access equipment • work at height • use measuring and recording tools and equipment 			
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when carrying out site measurements and evaluations			
	7.7 Describe how to maintain the measuring and recording tools and/or equipment used when carrying out site measurements and evaluations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Erecting and Removing Specialist Access Equipment in the Workplace

Level: 2

Unit type: Mandatory

Guided Learning Hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and removing specialised and access equipment in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required:

- steeplejacking (vertical ladders, roof ladders)
- lightning conductor engineering (roof ladders, tower scaffolds, crawler boards).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and removing specialist access equipment	1.1	Interpret and extract information from drawings, method statements, risk assessments, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings and specifications method statements risk assessments schedules and manufacturers' information regulations and official guidance associated with accessing work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and removing specialist access equipment	2.1	Describe their responsibilities regarding potential accidents and health hazards, while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances, • with movement/storage of material • by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when erecting and removing specialist access equipment	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting and removing specialist access equipment			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to erecting and removing specialist access equipment, and the types, purpose and limitations of each type			
		3.3	Describe how the relevant personal protective equipment (PPE) should be used in accordance with given instructions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect and remove specialist access equipment	4.1	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials and components • fixings/anchors and ties • tools, equipment and access equipment 			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • vertical ladders • roof ladders • crawler boards • rope ladders • cradles • bosun's seats • decking frames • associated securing materials (rope, lashings, clamps, anchors and ties) • hand tools and ancillary equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length and area associated with the method/procedure to erect and remove specialist access equipment			
5	Minimise the risk of damage to the work and surrounding area when erecting and removing specialist access equipment	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting and removing specialist access equipment	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and remove specialist access equipment to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling steeplejack scaffolds: <ul style="list-style-type: none"> • measuring and checking • setting out and assembling • fixing, positioning, securing, dismantling and removing 			
		7.2	Erect and remove specialist equipment for accessing to given working instructions for one of the following occupational areas and its access equipment: <ul style="list-style-type: none"> • steeplejacking: vertical ladders and roof ladders • lightning conductor engineer: roof ladders, tower scaffolds and crawler boards • rigging – suspended access equipment: suspended platforms • rigging – structures used in entertainment: vertical ladders, rope ladders and crawler boards 			
		7.3	Safely use materials, hand tools, ancillary equipment and access equipment			
		7.4	Safely store the materials, tools and equipment used when erecting and removing specialist access equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify the occupational environment • confirm the type of access equipment (vertical ladders, roof ladders, crawler boards, rope ladders, cradles, bosun's seats, metal sections and suspended platforms) • check and prepare to erect specialist access equipment • position, erect and secure the equipment • dismantle and remove the equipment • install and test anchors and ties • identify the inspection criteria for completed specialist access equipment • visually inspect fall protection equipment • use hand tools and ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when erecting and removing specialist access equipment			
		7.7	Describe how to maintain the tools and equipment used when erecting and removing specialist access equipment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Installing Temporary Lifting and Suspension Apparatus in the Workplace

Level:	2
Unit type:	Mandatory
Guided Learning Hours:	83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing temporary lifting and suspension apparatus in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Two of the following endorsements are required:

- block and tackle material lifting gear (manual and mechanical)
- cradle suspensions
- rope access equipment
- bosun's seats
- winches
- counterbalance lifting systems
- suspended platforms.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing temporary lifting and suspension apparatus	1.1	Interpret and extract information from: <ul style="list-style-type: none"> drawings method statements risk assessments specifications schedules manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings and specifications • method statements • risk assessments • schedules • manufacturers' information • standards, regulations and official guidance associated with accessing work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing temporary lifting and suspension apparatus	2.1	Describe their responsibilities under current legislation and official guidance, while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances, • with movement/storage of material • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing temporary lifting and suspension apparatus	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting and removing specialist access equipment			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to erecting and removing specialist access equipment, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install temporary lifting and suspension apparatus	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • wire and fibre ropes • chains and slings • winches and pulley blocks • counterbalance systems • decking, planks, rails, boards, bosun's seats • associated securing materials (lashing, clamps, anchors, ties) • hand tools and equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity and length associated with the method/procedure to install temporary lifting and suspension apparatus			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing temporary lifting and suspension apparatus	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing temporary lifting and suspension apparatus	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install temporary lifting and suspension apparatus to the required specification	7.1	Demonstrate the following work skills when installing temporary lifting and suspension apparatus: <ul style="list-style-type: none"> • measuring and checking • setting out and assembling • positioning, securing, dismantling and removing 			
		7.2	Install and remove specialist equipment for accessing to given working instructions relating to two of the following: <ul style="list-style-type: none"> • block and tackle material lifting gear (manual and mechanical) • cradle suspensions • rope access equipment • bosun's seats • winches • counterbalance lifting systems • suspended platforms 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify and confirm the requirement to install temporary lifting and suspension apparatus • prepare types of lifting and suspension apparatus to conform with the method of installation (manual and mechanical) • install and remove using: block and tackle material lifting gear (manual and mechanical), cradle suspensions, rope access equipment, bosun's seats, winches, counterbalance systems, suspended platform systems • position, install, secure, dismantle and remove temporary lifting and suspension apparatus • erect designed and undesigned scaffold (limitations and formula) • conduct pre-use checks on manual, electrical and mechanical equipment • visually inspect fall protection equipment • install and test anchors and ties • identify the differences between man-riding and material lifting suspension apparatus 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • use hand tools and ancillary equipment • work at height • use access equipment 			
		7.4 Safely use and store materials, hand tools and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when installing temporary lifting and suspension apparatus			
		7.6 Describe how to maintain the tools and equipment used when installing temporary lifting and suspension apparatus			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Erecting and Dismantling Steeplejack Scaffolds for Multifaceted Surfaces in the Workplace

Level:	3
Unit type:	Mandatory
Guided Learning Hours:	87

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling steeplejack scaffolds for multifaceted surfaces in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required:

- internal multifaceted surfaces
- external multifaceted surfaces.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling steeplejack scaffolds for multifaceted surfaces	1.1	Interpret and extract information from: <ul style="list-style-type: none"> plans, drawings and sketches method statements risk assessments specifications schedules manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards, regulations and official guidance associated with scaffolding 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling steeplejack scaffolds for multifaceted surfaces	2.1	Describe their responsibilities under current legislation and official guidance, while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances, • with movement/storage of material • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when erecting and dismantling steeplejack scaffolds for multifaceted surfaces	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting and dismantling steeplejack scaffolds for multifaceted surfaces			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to erecting and dismantling steeplejack scaffolds for multifaceted surfaces, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle steeplejack scaffolds for multifaceted surfaces	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle steeplejack scaffolds on multifaceted surfaces			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling steeplejack scaffolds for multifaceted surfaces	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting and dismantling steeplejack scaffolds for multifaceted surfaces	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle steeplejack scaffolds for multifaceted surfaces	7.1	Demonstrate the following work skills when installing temporary lifting and suspension apparatus: <ul style="list-style-type: none"> • measuring • setting out and assembling • fixing, positioning, securing and removing 			
		7.2	Erect and dismantle tube and fitting and/or systems scaffold for steeplejack scaffolds, to given working instructions, for one of the following: <ul style="list-style-type: none"> • internal multifaceted surfaces • external multifaceted surfaces 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify and confirm the area to erect the scaffold • confirm that the stability of the multifaceted surface's foundation/structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure on multifaceted surfaces • erect and secure the scaffold for use by other occupations • dismantle and remove scaffold from multifaceted surfaces • install and test anchors and ties • visually inspect fall protection equipment • use hand tools, power tools and ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling steeplejack scaffolds for multifaceted surfaces			
		7.6	Describe how to maintain the tools and equipment used when erecting and dismantling steeplejack scaffolds for multifaceted surfaces			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: **Maintaining Slate and Tile Roofing in the Workplace**

Level: 2

Unit type: Additional

Guided Learning Hours: 47

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining slate and tile roofing in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining slate and tile roofing	1.1	Interpret and extract information from: <ul style="list-style-type: none"> • drawings • method statements • risk assessments • specifications • schedules • manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings • specifications • method statements • risk assessments • schedules • manufacturers' information • regulations governing buildings 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when maintaining slate and tile roofing	2.1	Describe their responsibilities under current legislation and official guidance, while working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of material • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when maintaining slate and tile roofing	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when maintaining slate and tile roofing			
		3.2	Comply with information relating to specific risks to health when maintaining slate and tile roofing			
		3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to maintaining slate and tile roofing, and the types, purpose and limitations of each type, the work situation and general work environment in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to maintain slate and tile roofing	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • slates, tiles, battens, underlays, sand, cement, limes, vents, lead, additives, guttering, downpipes and fixings • hand and/or powered tools and equipment 			
		4.3	Describe how the resources should be used correctly, how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain slate and tile roofing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when maintaining slate and tile roofing	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when maintaining slate and tile roofing	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to maintain slate and tile roofing	7.1	Demonstrate the following work skills when maintaining slate and tile roofing: <ul style="list-style-type: none"> • measuring and marking out • fitting, positioning, securing and removing 			
		7.2	Repair specified roof areas to given working instructions for four of the following: <ul style="list-style-type: none"> • slate roofs (local material and style) • tiled roofs (local material and style) • flashings • roof ventilation • rainwater goods 			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when maintaining slate and tile roofing			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • remove existing battens, underlays, slates and tiles • replace new battens and underlays • remove, replace and treat lead work/flashings (patination oil) • re-point • position and secure roof ventilation • remove and replace guttering and downpipes • mix mortar • work with plant and machinery • use hand tools, power tools and equipment • work at height • use access equipment 			
		7.6 Describe how to maintain the tools and equipment used when erecting and dismantling steeplejack scaffolds for multifaceted surfaces			
		7.7 Describe how to maintain the tools and equipment used when maintaining slate and tile roofing.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Erecting Metal Chimneys in the Workplace

Level: 2

Unit type: Additional

Guided Learning Hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting metal chimneys in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required:

- mechanically joined
- welded.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting metal chimneys	1.1	Interpret and extract information from: <ul style="list-style-type: none"> • drawings • specifications • schedules • method statements • risk assessments • manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings and specifications method statements risk assessments schedules and manufacturers' information official guidance associated with erecting chimneys 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting metal chimneys	2.1	Describe their responsibilities under current legislation and official guidance regarding potential accidents and health hazards, while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when erecting metal chimneys	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting metal chimneys			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to erecting metal chimneys, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect metal chimneys	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> metal chimney components jointing materials and sealants fixings, anchors, ties and fittings hand and/or powered tools and equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> materials and components fixings/anchors and ties tools and equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity and length associated with the method/procedure to erect metal chimneys			
5	Minimise the risk of damage to the work and surrounding area when erecting metal chimneys	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting metal chimneys	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect metal chimneys to the required specification	7.1	Erect metal chimney structures, mechanically joined and/or welded, to the given working instructions			
		7.2	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> erect and dismantle metal chimney structures mechanically joined and/or welded provide temporary support carry out remedial preparation and make good the building structure install and test anchors and ties work with lifting equipment and accessories use hand tools, power tools and equipment work at height use access equipment 			
		7.3	Safely use and store materials, hand tools, portable power tools and ancillary equipment			
		7.4	State the needs of other occupations and how to communicate within a team when erecting metal chimneys			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe how to maintain the tools and equipment used when erecting metal chimneys			
		7.6	Erect metal chimney structures, mechanically joined and/or welded, to the given working instructions			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: **Demolishing/Dismantling Masonry and Concrete Structures in the Workplace**

Level:	2
Unit type:	Additional
Guided Learning Hours:	63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in demolishing/dismantling masonry and concrete structures in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required:

- brick/masonry
- concrete.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when demolishing/dismantling masonry and concrete structures	1.1	Interpret and extract information from: <ul style="list-style-type: none"> • drawings • specifications • schedules, • method statements • risk assessments 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • drawings and specifications • schedules • method statements • risk assessments • site inductions • toolbox talks • statutory regulations • official guidance relating to segregation and recycling or disposal of waste 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when demolishing/dismantling masonry and concrete structures	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when demolishing/dismantling masonry and concrete structures and describe how and when they are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when demolishing/dismantling masonry and concrete structures	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing/dismantling masonry and concrete structures			
		3.2	<p>Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to demolishing/dismantling masonry and concrete structures, and the types, purpose and limitations of each type, the work situation and general work environment in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to demolish/dismantle masonry and concrete structures	4.1	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • demolition tools and equipment • plant and machinery • waste and/or recycling containers 			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • demolition tools and equipment • waste/recycling containers 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when demolishing/dismantling masonry and concrete structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, statutory regulations and official guidance relating to segregation and recycling procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when demolishing/dismantling masonry and concrete structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to demolish/dismantle masonry and concrete structures to the required specification	7.1	Demonstrate the following work skills when demolishing/dismantling brick, masonry and concrete structures: <ul style="list-style-type: none"> • releasing • handling • lowering • sorting • stacking/storing • breaking • loading 			
		7.2	Demolish and/or dismantle, remove and segregate masonry and concrete structures for disposal and/or recycling to given working instructions			
		7.3	Safely segregate materials			
		7.4	Safely use demolition tools and equipment			
		7.5	Safely store the materials, tools and equipment used when demolishing/dismantling masonry and concrete structures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • erect barriers and warning notices • demolish and/or dismantle masonry and concrete structures • segregate all arisings for recycling or disposal • use demolition tools and equipment • work at height • use access equipment 			
		7.7 Describe the needs of other occupations and how to effectively communicate within a team when demolishing/ dismantling brick, masonry and/or concrete structures			
		7.8 Describe how to check and maintain the tools and equipment used when demolishing/dismantling masonry and concrete structures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Producing Standard Templates and Moulds in the Workplace

Level: 2

Unit type: Additional

Guided Learning Hours: 30

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing standard templates and moulds in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing standard templates and moulds	1.1	Interpret and extract information from drawings, method statements, risk assessments, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • drawings • specifications • method statements • risk assessments • schedules • manufacturers' information • official guidance and current regulations associated with producing standard templates and moulds 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing standard templates and moulds	2.1	Describe their responsibilities regarding potential accidents, incidents and health hazards, while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when producing standard templates and moulds	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing standard templates and moulds			
		3.2	Demonstrate compliance with given information and relevant legislation when producing standard templates and moulds in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to producing standard templates and moulds, and the types, purpose and limitations of each type, the work situation and general work environment in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages injuries, near misses, evacuations and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to produce standard templates and moulds	4.1	Select resources associated with own work in relation to: <ul style="list-style-type: none"> materials and components tools and equipment 			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> sheet zinc sheet plastic sheet timber moulding materials hand tools, power tools, ancillary and safety equipment 			
		4.3	Describe how to confirm that the resources and materials conform to the specification			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work			
		4.7	Describe how to calculate quantity, length, weight, volume, area and wastage associated with the method/procedure to produce standard templates and moulds			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing standard templates and moulds	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Maintain a clean and tidy work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Demonstrate compliance with employer's quality procedures			
		5.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.6	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when producing standard templates and moulds	6.1	Demonstrate safe completion of the work within the agreed allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to produce standard templates and moulds to the required specification	7.1	Demonstrate the following work skills when producing standard templates and moulds: <ul style="list-style-type: none"> measuring and marking out cutting and finishing 			
		7.2	Use and maintain hand tools, power tools, ancillary and safety equipment			
		7.3	Produce basic section bed and face moulds to given working instructions for: <ul style="list-style-type: none"> natural stone components shaped true and square moulded straight with stop ends and returns 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify and understand the organisational quality requirements particular to the proposed or existing structure • understand how to identify stone type, dimensional and form accuracy (e.g. moulding, shape, consistency) • produce templates and moulds for natural stone components to obtain true and square surfaces, mouldings, mouldings with returned and stopped ends and curved mouldings • understand why photographic records could be required • record relevant information on template • determine when specialist skills and knowledge are required and report accordingly. • understand specific requirements for structures of special interest, traditional build (pre-1919) and historical significance • work with, around and in close proximity to plant and machinery • use hand tools power tools, ancillary and safety equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe the needs of other occupations and how to communicate effectively within a team when producing standard templates and moulds			
		7.6	Describe how to maintain the tools and equipment used when producing standard templates and moulds			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20:	Producing Complex Templates and Moulds in the Workplace
Level:	3
Unit type:	Additional
Guided Learning Hours:	150

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing complex templates and moulds in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when producing complex templates and moulds	1.1	Interpret and extract information from drawings, method statements, risk assessments, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • drawings • specifications • schedules • method statements • risk assessments • manufacturers' and technical information • official guidance and current regulations associated with producing complex templates and moulds 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when producing complex templates and moulds	2.1	Describe their responsibilities regarding potential accidents, incidents, health hazards and the environment while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to: <ul style="list-style-type: none"> • site • workplace • company • public • operative • plant and machinery 			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when producing complex templates and moulds	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when producing complex templates and moulds			
		3.2	Demonstrate compliance with given information and relevant legislation when producing complex templates and moulds in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to producing complex templates and moulds, and the types, purpose and limitations of each type, the work situation and general work environment in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages injuries, near misses, evacuations and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to produce complex templates and moulds	4.1	Select resources associated with own work in relation to: <ul style="list-style-type: none"> materials and components tools and equipment 			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> sheet zinc sheet plastic sheet timber profiler hand tools, power tools, ancillary and safety equipment 			
		4.3	Describe how to confirm that the resources and materials conform to the specification			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work			
		4.7	Describe how to calculate quantity, length, area, weight, volume, area and wastage associated with the method/procedure to produce complex templates and moulds			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing complex templates and moulds	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Maintain a clean and tidy work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Demonstrate compliance with employer's quality procedures			
		5.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.6	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational and quality procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when producing complex templates and moulds	6.1	Demonstrate safe completion of the work within the agreed allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of programmes of work and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to produce complex templates and moulds to the required specification	7.1	Demonstrate the following work skills when producing complex templates and moulds: <ul style="list-style-type: none"> • measuring • drawing and marking out • cutting and finishing 			
		7.2	Use and maintain hand tools, power tools, ancillary and safety equipment			
		7.3	Set out complex shapes and produce templates, moulds and reverses for natural stone components to given working instructions for four of the following: <ul style="list-style-type: none"> • shaped curved on plan • tracery • ramp and twist • spheres • entablature • ionic components • finials 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify and understand the organisational quality requirements particular to proposed or existing structures • produce drawings, complex templates and moulds for new and/or restoration work to profiled stonework • set out complex geometrical shapes • produce templates, moulds and reverses for natural stone components with curved-in plan and elevation, tracery, ramp and twist and spheres, entablatures, ionic components and finials • determine when specialist skills and knowledge are required and report accordingly • understand specific requirements for structures of special interest, traditional build (pre-1919) and historical significance • work with, around and in close proximity to plant and machinery • use hand tools, power tools, ancillary and safety equipment. • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.5	Describe the needs of other occupations and how to communicate effectively within a team when producing complex templates and moulds			
		7.6	Describe how to maintain the tools and equipment used when producing complex templates and moulds			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21:	Securing and Using Rope Access Arrangements in the Workplace
Level:	2
Unit type:	Additional
Guided Learning Hours:	63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in securing and using rope access arrangements in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when securing and using rope access arrangements	1.1	Interpret and extract information from: <ul style="list-style-type: none"> • method statements • risk assessments • specifications • schedules • manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • specifications and schedules • method statements • risk assessments • manufacturers' information • regulations for working at height 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when securing and using rope access arrangements	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when securing and using rope access arrangements	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when securing and using rope access arrangements			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to securing and using rope access arrangements, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to secure and use rope access arrangements	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> ropes fixing and securing components anchors and ties hand tools ancillary equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> materials and components fixings tools and equipment 			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, weight and wastage associated with the method/procedure to secure and use rope access arrangements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when securing and using rope access arrangements	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean and tidy work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when securing and using rope access arrangements	6.1	Demonstrate safe completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to secure and use rope access arrangements to the required specification	7.1	Demonstrate the following work skills when securing and using rope access arrangements: <ul style="list-style-type: none"> measuring, setting out, positioning, fixing, securing, testing and removing manoeuvring by descent/ascent, changing over, rope to rope, transferring and passing the knot, rebelaying, deviating and aid climbing 			
		7.2	Secure and use rope access arrangements to carry out manoeuvres to given working instructions			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • confirm the method of rope accessing to be arranged and used • position and set out • fit, fix and secure • test and use • ascend and descend safely and securely using approved techniques and following recognised codes of practice • take down and remove rope access arrangement • visually inspect fall protection equipment • install and test ties and anchors • identify the test and use criteria for rope access equipment • apply the hierarchy of control measures for working at height • apply rescue plans relating to methods of access • use hand tools, ropes and ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, ropes and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when securing and using rope access arrangements			
		7.6	Describe how to maintain the tools and equipment used when securing and using rope access arrangements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Installing Sheet Metal Cladding to Chimneys or Ducting in the Workplace

Level:	3
Unit type:	Additional
Guided Learning Hours:	83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing sheet metal cladding to chimneys or ducting in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required:

- chimneys
- ducting.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing sheet metal cladding to chimneys or ducting	1.1	Interpret and extract information from: <ul style="list-style-type: none"> plans, drawings and sketches method statements risk assessments specifications schedules manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • schedules • method statements • risk assessments • manufacturers' information • standards • regulations governing buildings • official guidance associated with sheet metal cladding installation, removal and maintenance work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing sheet metal cladding to chimneys or ducting	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when installing sheet metal cladding to chimneys or ducting	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing sheet metal cladding to chimneys or ducting			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing sheet metal cladding to chimneys or ducting, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install sheet metal cladding to chimneys or ducting	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • sheet metal cladding, joint sealants, adhesives, rivets, packing, insulation, self-tapping screws • anchors and ties • hand/and or power tools • ancillary and access equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials and components • fixings, anchors and ties • tools and equipment 			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install, remove and maintain sheet metal cladding components for chimneys and ducting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing sheet metal cladding to chimneys or ducting	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean and tidy work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when installing sheet metal cladding to chimneys or ducting	6.1	Demonstrate safe completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install sheet metal cladding to chimneys or ducting to the required specification	7.1	Demonstrate the following work skills when installing sheet metal cladding to chimneys or ducting: <ul style="list-style-type: none"> • inspecting • checking • cutting • positioning • fitting and fixing • securing • removing 			
		7.2	Install, dismantle and maintain components to the structural fabric to given working instructions, relating to the installation of sheet metal fabric to chimneys or ducting			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify the types of chimney structure and structural fabric • confirm means of access to carry out cladding • confirm the type of materials and components and how they can be installed • prepare/assemble materials and component parts for installation • position, fit and secure the materials and components according to given specification and official guidance for chimney structures • install and test anchors and ties • visually inspect fall protection equipment • work with lifting equipment and accessories • use hand tools, powered tools and equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools, powered tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing, removing and maintaining sheet metal cladding for chimneys or ducting			
		7.6	Describe how to maintain the tools and equipment used when installing, removing and maintaining sheet metal cladding for chimneys or ducting			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: **Installing Ducting and Flue Systems in the Workplace**

Level: 3

Unit type: Additional

Guided Learning Hours: 83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing ducting and flue systems in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

One of the following endorsements is required:

- ducting
- flue system.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing ducting and flue systems	1.1	Interpret and extract information from: <ul style="list-style-type: none"> plans, drawings and sketches method statements risk assessments specifications schedules manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • schedules • method statements • risk assessments • manufacturers' information • standards • regulations governing buildings • official guidance associated with the installation work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing ducting and flue systems	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when installing ducting and flue systems	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing ducting and flue systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing ducting and flue systems, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install ducting and flue systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> duct sections, dampers, roof plates, weather hoods, joint sealants, gaskets, support steelwork, expansion joints, shims, insulation, cladding, flange boxes, flange bonding units, supports and stays fixings, anchors and ties hand and powered tools ancillary and access equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> materials and components fittings, fixings, anchors and ties hand tools, powered tools, ancillary equipment and access equipment 			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install the structural components of steel ducting and flues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing ducting and flue systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean and tidy work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing ducting and flue systems	6.1	Demonstrate safe completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install ducting and flue systems	7.1	Demonstrate the following work skills when installing sheet metal cladding to chimneys or ducting: <ul style="list-style-type: none"> • checking • measuring and marking • assembling • levelling and aligning • cutting • drilling • guiding and positioning • fitting, fixing and securing • removing 			
		7.2	Install steel ducting and/or flue systems to given working instructions for the following: <ul style="list-style-type: none"> • horizontal, inclined and/or vertical • plain and insulated 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify and confirm steel ducting and flue structural components for installation • confirm means of access to carry out the work • evaluate and confirm the suitability of the backgrounds and surfaces • confirm and set out dimensional positioning • prepare, position, assemble and install steel ducting and flue systems • install and test anchors and ties • visually inspect fall protection equipment • work with lifting equipment and accessories • use hand tools, powered tools and equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools, powered tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing ducting and flue systems			
		7.6	Describe how to maintain the tools and equipment used when installing ducting and flue systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Installing Lightning Conductor Systems in the Workplace

Level:	2
Unit type:	Mandatory
Guided Learning Hours:	67

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing lightning conductor systems in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing lightning conductor systems	1.1	Interpret and extract information from drawings, method statements, risk assessments, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • drawings • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations and official guidance associated with lightning conductor work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing lightning conductor systems	2.1	Describe their responsibilities under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	Describe the types of fire extinguishers available when identifying and marking the location of utilities apparatus and sub-structures and describe how and when they are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when installing lightning conductor systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when identifying and marking the location of utilities apparatus and sub-structures			
		3.2	Demonstrate compliance with given information and relevant legislation when identifying and marking the location of utilities apparatus and sub-structures in relation to the following: <ul style="list-style-type: none"> • safe use, storage and handling of materials, tools and equipment • specific risks to health • others affected by the work 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to identifying and marking the location of utilities apparatus and sub-structures, and the types, purpose and limitations of each type, the work situation and general work environment in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, damage to utilities apparatus and sub-structures and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install lightning conductor systems	4.1	Select resources associated with own work in relation to: <ul style="list-style-type: none"> materials components tools and equipment electronic location instruments 			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> electronic location instruments marking materials and equipment hand tools, power tools and equipment ancillary equipment 			
		4.3	Describe how to confirm that the resources and materials conform to the specification			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install lightning conductor systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing lightning conductor systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean and tidy work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing lightning conductor systems	6.1	Demonstrate safe completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install lightning conductor systems	7.1	Demonstrate the following work skills when installing lightning conductor systems: <ul style="list-style-type: none"> • cleaning • dressing • measuring • forming • cutting • drilling • plugging • driving • positioning • clamping • bonding • securing • welding • testing 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.2 Install components to the structural fabric to given working instructions, including: <ul style="list-style-type: none"> • air terminations • down conductors • earthing • bonding 			
		7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • identify types of structure and the structural fabric • confirm the means of access to carry out the work • confirm the type of lightning conductor components and how they are to be installed • prepare the component parts to be installed • measure, position, fit and secure the components to specification and requirements • visually inspect fall protection equipment • use hand tools, powered tools, test instruments and ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools, powered tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing lightning conductor systems			
		7.6	Describe how to maintain the tools and equipment used when installing lightning conductor systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Identifying and Marking the Location of Utilities Apparatus and Sub-structures in the Workplace

Level:	2
Unit type:	Mandatory
Guided Learning Hours:	65

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in identifying and marking the location of utilities apparatus and sub-structures in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

The following endorsement is required (i.e. own area of work):

- lightning protection engineer.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when identifying and marking the location of utilities apparatus and sub-structures	1.1	Interpret and extract information from: <ul style="list-style-type: none"> • drawings • method statements • risk assessments • specifications • schedules • survey and utility company information • manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • drawings • specifications • method statements • risk assessments • schedules • organisational and manufacturers' information • verbal, written and graphical instructions • regulations and official guidance governing utilities 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when identifying and marking the location of utilities apparatus and sub-structures	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when identifying and marking the location of utilities apparatus and sub-structures	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing lightning conductor systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing lightning conductor systems, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, damage to utilities apparatus and sub-structures and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to identify and mark the location of utilities apparatus and sub-structures	4.1	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • tools and equipment • electronic location instruments 			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • electronic location instruments • marking materials and equipment • hand tools, power tools and equipment • ancillary equipment 			
		4.3	Describe how to confirm that the resources and materials conform to the specification			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Describe any potential hazards associated with the resources and methods of work			
		4.7	Describe how to identify by calculation, quantity, length and area associated with the method and procedure to identify and mark the location of utilities apparatus and sub-structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when identifying and marking the location of utilities apparatus and sub-structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Maintain a clear and tidy work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when identifying and marking the location of utilities apparatus and sub-structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of productivity targets and timescales how times are estimated organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to identify and mark the location of utilities apparatus and sub-structures	7.1	Demonstrate the following work skills when identifying and marking the location of utilities apparatus and sub-structures: <ul style="list-style-type: none"> • locating and identifying • measuring and marking out • positioning • protecting and securing 			
		7.2	Use and maintain hand tools, power tools and ancillary equipment			
		7.3	Survey, identify and mark the location of utilities apparatus and sub-structures to given working instructions			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • confirm the area and location of work, the operations, safety and security requirements, including temporary traffic management and immediate area protection • ensure electronic equipment is calibrated • conform to agreed specification and local utility providers requirements • identify utilities apparatus and sub-structures by electronic locators and visually • confirm the type of service, including gas, fuel, electric, communication, water, sewage • work around street furniture and ironwork • recognise identification markers for utility types • confirm structures (foundations, inspection chambers, joint and junction boxes) • confirm the impact of the natural environment (tree roots, watercourses) • mark the position of the utilities apparatus and sub-structures • return infrastructure to operational status 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> recognise and determine when specialist skills and knowledge are required and report accordingly use hand tools, power tools and equipment work at height 			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when identifying and marking the location of utilities apparatus and sub-structures			
		7.6	Describe how to maintain the tools, equipment and electronic instruments used when identifying and marking the location of utilities apparatus and sub-structures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Installing Electrical Earthing Systems in the Workplace

Level: 3

Unit type: Mandatory

Guided Learning Hours: 100

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing electrical earthing systems in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing electrical earthing systems	1.1	Interpret and extract information from: <ul style="list-style-type: none"> plans, drawings and sketches method statements risk assessments specifications schedules manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations and official guidance associated with earthing installation work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing electrical earthing systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when installing electrical earthing systems	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing electrical earthing systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing lightning conductor systems, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install electrical earthing systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> tapes or cables (plain, sheathed, coated, tinned) earth bars, earth rods, earth pits earth enhancing additives, exothermic welds, clamps, bonds, lugs, clips, screws, plugs, nuts, bolts, rivets, inhibiting paste, petrolatum-based anti-corrosion tape, cable ties, cable cleats, markers, labels, cable tiles, trunking and racking anchors and ties hand tools, powered tools, test instruments, ancillary equipment and access equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> materials components fixings/anchors and ties tools and equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install electrical earthing systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing electrical earthing systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clear and tidy work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing electrical earthing systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install electrical earthing systems	7.1	Demonstrate the following work skills when installing electrical earthing systems: <ul style="list-style-type: none"> • cleaning and dressing • measuring • forming • levelling • cutting • drilling • driving • plugging • digging • positioning, securing and clamping • bonding and filling • testing 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.2 Install electrical earthing and earthing cable systems to building structures and commission and test the system to given working instructions, relating to: <ul style="list-style-type: none"> • earth bars • earth rods • earth pits • tapes/cables • lattice earth mats and earth plates • ground conditioning agents • exothermic welded joints 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify various types of structure, the structural fabric and the installation location • confirm the means of access to carry out the work • identify and confirm the different types of components and how they are installed • prepare component parts for installation • position, fit and secure electrical earthing and earthing cable systems to a given specification and agreed requirements • commission the system • visually inspect fall protection equipment • install and test anchors and ties • use hand tools, powered tools, test instruments and ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store hand tools, test instruments, powered tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing electrical earthing systems to building structures			
		7.6	Describe how to maintain the tools and equipment used when installing electrical earthing systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Devising and Erecting Specialised Rigging/Scaffolding Systems in the Workplace

Level:	3
Unit type:	Mandatory
Guided Learning Hours:	87

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in devising and erecting specialised rigging/scaffolding systems in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

The following endorsement is required:

- rigging – suspended access equipment.
- Plus **one** of the following endorsements:
 - mobile
 - flying static
 - aquatic.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when devising and erecting specialised rigging/scaffolding systems	1.1	Interpret and extract information from: <ul style="list-style-type: none"> plans, drawings and sketches method statements risk assessments specifications schedules manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • plans, drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations and official guidance 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when devising and erecting specialised rigging/scaffolding systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when devising and erecting specialised rigging/scaffolding systems	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when devising and erecting specialised rigging/scaffolding systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to devising and erecting specialised rigging/scaffolding systems, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to devise and erect specialised rigging/scaffolding systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • winches • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • fixings/anchors and ties • tools and equipment 			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to devise and erect specialised rigging/scaffolding systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when devising and erecting specialised rigging/scaffolding systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clear and tidy work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when devising and erecting specialised rigging/scaffolding systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to devise and erect specialised rigging/scaffolding systems	7.1	Demonstrate the following work skills when devising and erecting specialised rigging/scaffolding systems: <ul style="list-style-type: none"> • measuring • setting out • assembling • devising and erecting • fixing, securing and removing • cleaning and dressing 			
		7.2	Devise, erect and dismantle specialised rigging/scaffolding systems to given working instructions for either rigging: structures used in entertainment or rigging: suspended access equipment, relating to one of the following situations: <ul style="list-style-type: none"> • mobile • flying • static • aquatic 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • confirm location and situation to devise and construct specialised rigging/scaffolding systems • confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered • erect designed and undesigned scaffolds (limitations and formulas) • calculate weight distribution and load balance • devise and construct specialised rigging/scaffold systems according to size, shape, weight, means and method of fixing • test and confirm safety and security of specialised rigging/scaffold systems • dismantle and remove specialised rigging/scaffold system • visually inspect fall protection equipment • install and test ties and anchors • use hand tools and ancillary equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when devising and erecting specialised rigging/scaffolding systems			
		7.6	Describe how to maintain the tools and equipment used when devising and erecting specialised rigging/scaffolding systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Erecting and Dismantling Access/Working Platforms in the Workplace

Level:	2
Unit type:	Mandatory
Guided Learning Hours:	27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling access/working platforms in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

The following endorsement is required (i.e. own area of work):

- accessing operations and rigging.

Plus **two** of the following endorsements:

- ladders/crawler boards
- stepladders/platform steps
- proprietary towers
- trestle platforms
- mobile scaffold towers
- proprietary staging/podiums.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms	1.1	Interpret and extract information from: <ul style="list-style-type: none"> • method statements • risk assessments • specifications • manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • specifications • method statements • risk assessments • schedules • manufacturers' information • current legislation 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • in confined spaces • at height • with tools and equipment • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when erecting and dismantling access/working platforms	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • ladders/crawler boards • stepladders/platform steps • trestles • proprietary staging/podiums • proprietary towers • mobile scaffold towers • protection equipment and notices • tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials • components • tools and equipment 			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate the quantity of equipment required for the method/procedure to erect and dismantle access equipment/working platforms			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clear and tidy work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance in relation to the work			
6	Complete the work within the allocated time when erecting and dismantling access/working platforms	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to organisational procedures for reporting circumstances which will affect the work programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle access/working platforms	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> • moving and positioning • erecting • securing • checking • dismantling • removing 			
		7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> • ladders/crawler boards • stepladders/platform steps • trestle platforms • proprietary staging/podiums • proprietary towers • mobile scaffold towers 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • provide protection to the work area • establish a base for equipment • erect proprietary access equipment to manufacturer's instructions suitable for the work • erect non-proprietary access equipment suitable for the work • place protective screens and notices • check/monitor equipment during the period of use • dismantle and store access equipment • use tools and equipment • work at height 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store materials, hand tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms			
		7.6	Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Inspecting and Testing Lightning Protection Systems in the Workplace

Level: 3

Unit type: Mandatory

Guided Learning Hours: 70

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in inspecting and testing lightning protection systems in the workplace in the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when inspecting and testing lightning protection systems	1.1	Interpret and extract information from: <ul style="list-style-type: none"> • drawings • method statements • schedules • risk assessments • specifications • manufacturers' information 			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	<p>Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> • lightning protection system layout drawings • specifications • schedules • method statements • risk assessments • manufacturers' information • earth records • regulations and official guidance associated with lightning conductor work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when inspecting and testing lightning protection systems	2.1	Describe their responsibilities regarding potential accidents and health hazards under current legislation and official guidance while working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with movement/storage of materials • using manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and test engineer			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when inspecting and testing lightning protection systems	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when inspecting and testing lightning protection systems			
		3.2	Comply with information relating to specific risks to health when inspecting and testing lightning protection systems			
		3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection should be used, relating to inspecting and testing lightning protection systems, and the types, purpose and limitations of each type, the work situation and general work environment in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to inspect and test lightning protection systems	4.1	Select resources associated with own work in relation to: <ul style="list-style-type: none"> materials components fixings/anchors tools and equipment 			
		4.2	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> test instruments and equipment measuring instruments and ancillary equipment hand tools, power tools and ancillary equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to inspect and test lightning protection systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when inspecting and testing lightning protection systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clear and tidy work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when inspecting and testing lightning protection systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to inspect and test lightning protection systems	7.1	Demonstrate the following work skills when inspecting and testing lightning protection systems: <ul style="list-style-type: none"> • inspecting • testing • measuring • calibrating • recording • reporting 			
		7.2	Inspect the components of lightning protection systems in the following ways to given working instructions: <ul style="list-style-type: none"> • visual • detailed 			
		7.3	Safely use materials, hand tools, test equipment/instruments, powered tools and ancillary equipment			
		7.4	Safely check the hand tools, test equipment/instruments, powered tools and ancillary equipment used when inspecting and testing lightning protection systems			
		7.5	Safely store the materials, tools and equipment used when inspecting and testing lightning protection systems			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify the lightning protection systems (including surge/transient protection) • liaise with the person responsible for the system • confirm the means of access to carry out the work • survey and carry out visual inspection of the lightning protection system • identify the geology (nature of soil, special earthing arrangements) • identify type and position of earth electrodes • use test instruments and ancillary equipment • carry out tests for continuity, resistances, impedance • measure earth resistance using recognised test procedures • identify deterioration and damage • identify alterations, additions and repairs to the system • visually inspect fall protection equipment • ensure test instruments and measuring equipment is calibrated 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • use hand tools, power tools and ancillary equipment • work at height • use access equipment • complete and update documentation and log book, including earth records and lightning protection system drawings • write reports 			
		7.7 Describe the needs of other occupations and how to effectively communicate within a team when inspecting and testing lightning protection systems			
		7.8 Describe how to maintain the tools and equipment used when inspecting and testing lightning protection systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

Key publications

- *Access Arrangements and Reasonable Adjustments* (Joint Council for Qualifications (JCQ))
- *Centre Guidance: Dealing with Malpractice* (Pearson)
- *Centre Guide to Quality Assurance Pearson NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Collaborative and Consortium Arrangements for the Delivery of Vocational Qualifications Policy* (Pearson)
- *Enquiries and Appeals about Pearson Vocational Qualifications Policy* (Pearson)
- *Equality and Diversity Policy* (Pearson)
- *General Guidance for Centres and Learners Pearson NVQ/SVQ and Competence-based Qualifications* (Pearson)
- *Guide for Centres to Enrolling onto Qualifications* (Pearson)
- *Quality Assurance Handbook BTEC Apprenticeship* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *Suspected Malpractice in Examinations and Assessments Policies and Procedures* (Joint Council for Qualifications (JCQ))
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units* (Pearson)
- *UK Information Manual* (Pearson)
- *Use of Languages in Qualifications Policy* (Pearson).

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of SVQ/competence-based qualifications are available on our website.

To order publications, please go to the resources page of our website.

For books, software and online resources for UK schools and colleges, please go to: www.pearsonschoolsandfecolleges.co.uk

13 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

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Annexe A: Assessment strategy

Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)

Introduction

This assessment strategy¹ provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector². This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, operative, supervisory, technical, managerial and professional NVQs and SVQs.

These principles are in addition to the requirements that awarding organisations must meet for the delivery of qualifications as required by the qualification regulators' documentation.

This consolidated assessment strategy provides the overarching principles as systems may vary from one awarding organisation to another. Awarding organisations must consistently put these principles into practice.

Appendix A provides guidance to help awarding organisations incorporate relevant parts of these principle requirements in their documentation.

Appendix B provides additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units.

Appendix C provides guidance on the use of simulation; it is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and NVQs/SVQs. Simulation will only usually apply as a result of **one** or more of the listed constraints.

Appendix D provides guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests.

Awarding organisations must make this Strategy and the appendices available to assessors, verifiers, candidates and assessment centres.

¹ Please note that there is now a separate Assessment Strategy for Construction and the Built Environment – Plant and Lifting Operations. This assessment strategy will also apply where plant or lifting units, sourced from the Plant Operations or Controlling Lifting Operations' suite of units, are used in other NVQs and SVQs

² Please note that the Consolidated Assessment Strategy will also apply to existing learners currently registered to the Qualifications and Credit Framework (QCF) until they achieve their qualification.

Principles

1 External quality control of assessment

- 1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:
 - workplace evidence
 - the use of simulation
 - the occupational competence of assessors and verifiers.
- 1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.
- 1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQs or SVQs, including aspects informing incremental change.
- 1.4 The Forum will, in respect of this strategy:
 - build on the good relationships with awarding organisations
 - provide opportunities to identify and address particular issues of external quality control
 - contribute to improving quality and consistency
 - support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
 - provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
 - discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
 - inform the continuous improvement of NOS, and awards derived from them
 - identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.

- 1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.
- 1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.
- 2 Aspects to be assessed through performance in the workplace**
- 2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).
- 2.2 Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:
- questioning the candidate
 - recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
 - performance evidence.
- 2.3 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A suggests standard evidence notes for awarding organisations.
- 3 How simulated working conditions may be used to assess competence**
- 3.1 Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:
- there are hazards
 - it is difficult to distinguish individual performance in team situations
 - circumstances occur infrequently or long-term results are involved
 - confidentiality is important
 - there are organisational constraints.

- 3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. Appendix A suggests standard evidence notes for awarding organisations.
- 3.3 The ConstructionSkills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:
- tools, equipment and instruments
 - materials
 - types of contingencies
 - standards and quality specifications
 - real timescales
 - quantities of work
 - physical conditions
 - relationships with people
 - types of interaction
 - communication methods and media
 - information and data.
- 3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.
- 3.5 Where other Standard Setting Bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

4 Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that assessors:

- have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
 - curriculum vitae and employer endorsement or references
 - possession of a relevant NVQ/SVQ, or vocationally related qualification
 - corporate membership of a relevant professional institution
 - interview

(The verification process must be recorded and available for audit)

- have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements
- only assess in their acknowledged area of occupational competence
- have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)
- are prepared to participate in activities for their continued professional development

4.1.1 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or hold **one** of the following:

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

Holders of A1 and D32/33 must assess to the current National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from SQA Accreditation.

- 4.2 Awarding organisations must ensure that **internal verifiers**:
- 4.2.1 have sufficient, verifiable, relevant up-to-date experience, knowledge and understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:
- curriculum vitae and employer endorsement or references
 - possession of a relevant NVQ/SVQ, or vocationally related qualification
 - corporate membership of a relevant professional institution
 - interview
- (The verification process must be recorded and available for audit)
- 4.2.2 have expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- 4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)
- 4.2.4 are prepared to participate in activities for their continued professional development

4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation

or hold **one** of the following:

- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Holders of V1/D34 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of Internal Quality Assurance **one** of the following qualifications is held.

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation or **one** of the following
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

4.3 Awarding organisations must ensure that **external verifiers**:

4.3.1 have sufficient, verifiable, relevant experience, knowledge and a broad understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. External verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.3.2 have sufficient expertise so they have an up-to-date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.3.4 are prepared to participate in activities for their continued professional development

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF/QCF Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the External Quality Assurance of Assessment
- an appropriate External Verifier qualification in the SCQF as identified by SQA Accreditation

or hold **one** of the following:

- V2 Conduct external quality assurance of the assessment process
- D35 Externally verify the assessment process.

Holders of V2/D35 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of External Quality Assurance **one** of the following qualifications is held at Level 3 and Level 4.

Level 3:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation or **one** of the following:
 - A1 Assess candidates using a range of methods
 - D32/33 Assess candidate performance, using differing sources of evidence

Level 4:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process.

4.4 Selection and appointment of **assessors and verifiers**

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the NVQ/SVQ(s) they will assess/verify to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area:

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Consolidated Assessment Strategy. All assessors should have experience as well as, not in lieu of, qualifications.

Where there seem to be gaps in a potentially suitable applicant's experience and knowledge, the applicant should be interviewed. Successful applicants' CVs, profiling, reasons for not needing to interview and interview records should be available for audit.

Appendix A

ConstructionSkills' standard evidence notes for awarding organisations

These guidance notes have been produced to ensure consistency in interpreting the principles set out in sections 2 and 3 of the ConstructionSkills' Assessment Strategy. The notes should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment – craft, supervisory, technical, managerial and professional NVQs/SVQs. The following general standard notes are strongly recommended for adoption by awarding organisations in their assessment specification:

Standard note 1:

"Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria/learning outcomes and assessment criteria across the scope/range."

Standard note 2:

"There must be workplace evidence against each performance criterion/learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion/learning outcome and assessment criterion."

Standard note 3:

"Knowledge evidence may be established from questioning the candidate, or from industry recognised industry education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence."

Standard note 4: Either:

"Simulations are not considered to be acceptable for producing this evidence."

OR

"Simulations are considered to be an acceptable alternative for producing evidence for the following item(s) which is/are considered to be rare/infrequent, but key/critical to demonstrating competence. The following realistic working environment and context must be adopted for the simulation, with appropriate: tools, equipment and instruments; materials; types of contingencies; standards and quality specifications; real timescales; quantities of work; physical conditions; relationship with people; type

of interaction; communication methods and media; information and data."* [*include as appropriate]

See also Annex C: 'Guidance on the use of simulation' which also includes guidance on the acceptable use and characteristics of simulation within N/SVQs during the current economic climate.

Appendix B

Additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units

The information below should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment NVQs and SVQs. The following guidance is strongly recommended for adoption by awarding organisations in their assessment methodology.

Additional Information on the Assessment of CITB NVQ Units only

CITB NVQ Unit Ref: 641 – Assessment Criteria 2.3 and 2.4

2.3 – 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current common safety risks'.

2.4 - 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current common health risks'.

All CITB NVQ units – Assessment Criteria 1.4

1.4 – 'State why and when health and safety control equipment, identified by the principles of protection' should be assessed as 'State why and when health and safety control equipment, identified by the principles of prevention'.

Thermal Insulation NVQ and SVQ units and qualifications

Training Providers offering Thermal Insulation NVQ and SVQ units and qualifications:

- must ensure that their Thermal Insulation assessors are registered with the Thermal Insulation Contractor Association (TICA) and are Thermal Installation installers with at least 5 years verifiable, relevant, current industry experience, knowledge and understanding of the occupational area at, or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
 - curriculum vitae and employer endorsement
 - references
 - possession of a relevant NVQ/SVQ, or vocationally related qualification
 - interview

(The verification process must be recorded and available for audit)

will provide opportunities to identify and address particular issues of external control, including the assessment of Thermal Insulation NVQ/SVQ qualifications and Apprenticeship Standards.

Appendix C

Guidance on the use of simulation

Introduction

National Occupational Standards (NOS) are developed by Sector Skills Councils (SSCs) and describe the level of occupational competence required of a particular job role. NOS are then used to build National and Scottish Vocational Qualifications (NVQs/SVQs) that are competence-based qualifications and demand assessment in a workplace environment.

Assessment of NVQs/SVQs through simulation is indicated where the achievement of valid and reliable assessment calls for evidence of performance under workplace conditions, but where it will be difficult to assess through normal working practice. This will usually apply as a result of **one** or more of the following constraints:

- activities which are inherently hazardous and where mistakes made in carrying them out would pose unacceptable risks to the candidate, other people, animals or property (e.g. electricity and gas sectors, fire service etc.)
- the costs incurred would be unacceptably high if mistakes were made during an activity and a candidate would therefore be required to 'prove' competence before progressing onto the actual work (e.g. handling rare or precious objects)
- situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (e.g. in some teamwork contexts)
- activities or situations which are sufficiently rare (e.g. where processes, such as a 'shut-down', may only occur on an annual basis)
- when the collection and/or review of evidence of workplace performance would intrude unacceptably on personal privacy or confidentiality, or would significantly alter the nature of an interaction or relationship (e.g. in some health care settings)
- a requirement to work with new techniques and/or work practices which may not be available in all workplaces.

Where permitted, simulation can take one or a combination of the two following forms:

- the candidate is presented with an activity to perform using equipment and/or in a location which replicates that found in the workplace
- the candidate is presented with a situation to which they must respond; taking and playing the role they would expect to play in the workplace.

It is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and National and Scottish Vocational Qualifications (NVQs/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

Guidance on the acceptable use and characteristics of simulation within NVQs/SVQs during the current economic climate

Due to the UK's economic recession over the past few years, ConstructionSkills had implemented flexibilities relating to simulation of NVQs/SVQs for displaced Apprentices and although there were small signs of a recovery in 2014 ConstructionSkills' agreed to extend these flexibilities for a further twelve months.

Now that the construction industry has shown definite signs of growth, these flexibilities were withdrawn on 31st May 2015. However, in regard to Apprentices registered before the 1st January 2015, the flexibilities will remain in place until their completion date.

Therefore, **only** for Apprentices who registered before the 1st January 2015 the following can apply:

In situations where a displaced or employed apprentice (this does not apply to full-time learners) will not be able to demonstrate evidence in the workplace within an acceptable time span, Awarding Bodies can arrange with their centres to apply the following principles.

- 1 Units cannot be assessed using simulation alone – there must be some supporting work-based evidence.
- 2 A centre's strategy for simulation must be examined and approved by the external verifier.
- 3 The location and environment of simulation must be agreed with the internal verifier prior to taking place and must be checked by the internal verifier.
- 4 The **nature of the contingency** and the **physical environment must be realistic** and candidates should not be given any indication as to exactly what contingencies they may come across.
- 5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.
- 6 There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.
- 7 All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.
- 8 All simulation should involve the same personnel as would normally be included (e.g. bricklayer, supervisor, labourer etc.) and also similar realistic facilities.
- 9 Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence which might include questioning; interviews with professional discussion; work projects; case studies; special assignments; self-testimony.

ConstructionSkills would strongly recommend that centres explore strategies with the candidate's employers for obtaining work-based evidence before considering the use of simulation. Examples might include using Group Training Associations, thereby carrying out real jobs within the college/training centre and/or involvement with community projects.

Group Training Association (GTA) is the government term for a training group which also shares Apprentices. The GTA model is where a number of like-minded employers come together to create a separate business entity, which sources appropriate training and delivers Apprenticeships by providing work experience across the range of engaged businesses.

Appendix D

Guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests

1 Introduction

This Appendix refers only to the SVQs in the following craft areas at SCQF Level 6:

- Bricklaying
- Carpentry and Joinery
- Floorcovering
- Painting and Decorating
- Plastering
- Roofing occupations
- Stonemasonry
- Wall and Floor Tiling
- Wood Machining

An Industry Skills Test Unit is included in the SVQ structures and involves the candidate attending a competence assessment in the final six months of the delivery of the SVQ. Successful achievement of this Skills Test/SVQ demonstrates that the learner has sufficient technical expertise, knowledge and skill to meet the expectations of employers in terms of Occupational Competence.

The Occupational Competence of learners must be assessed in accordance with industry requirements as prescribed in National Occupational Standards and Skills Testing Criteria available from CITB.

Learners should not be put forward for their Skills Test until they are deemed ready to be assessed as competent.

Simulation must take place for the Industry Skills Test Units. The activities that will be undertaken should demonstrate competence in these craft areas, as contained within each Skills Test Criteria.

2 Industry Skills Test

The Industry Skills Test is the final part of the assessment process for the SVQ. Each craft occupation will have its own arrangements developed by the Awarding Organisation which will be compliant with the Skills Test Criteria.

Details of these assessments will be based on Industry recommendations and will be developed by the Awarding Organisation. Each Awarding Organisation shall ensure a nationally consistent approach to Skills Testing for the industry/occupation concerned.

3 Arrangements to be made between Skills Test Providers and Awarding Organisations

- 3.1 The Skills Test is part of the assessment process/requirements for the qualification structures identified in this appendix. It is to be conducted at the end of the assessment process to confirm occupational competence.
- 3.2 Each industry will have its own requirements which are compatible to and reflect their particular necessities in terms of assessing occupational competence within the Skills Test Criteria. The arrangements will be agreed by Awarding Organisations and delivering centres accordingly.
- 3.3 The purpose of these arrangements is to define the roles and responsibilities of the Awarding Organisations and centres involved with facilitating, managing and administering the Skills Tests for each industry.
- 3.4 These arrangements only relate to the SVQs listed in this appendix of the assessment strategy or their revisions/replacements as determined by CITB.

4 Roles and responsibilities

- 4.1 The Skills Test Criteria will be determined by CITB in partnership with industry employers and the Skills Test Specifications/Assessments will be determined by the Awarding Organisations.
- 4.2 The Skills Test venues and facilities will be provided by Awarding Organisations' approved centres and comply with the requirements identified in the Skills Test Criteria and Specifications developed by Awarding Organisations.
- 4.3 Awarding Organisation External Verifiers (EVs) will be responsible for quality assuring the Assessment Materials and Marking Guidance in accordance with the Awarding Organisation's compliance requirements. CITB will provide Awarding Organisations with a summary of the principles of the Skills Test marking regime and criteria as examples of best practice in terms of its integrity, robustness and consistency.
- 4.4 CITB will be responsible for the maintenance of the Skills Test Criteria.

5 Currency of these arrangements

It is expected that the currency of these arrangements will match with the accreditation period of the qualifications, or units therein as relevant. CITB, in partnership with the Awarding Organisations will review the arrangements bi-annually or as appropriate, subject to any revisions to the qualifications.

6 Occupational expertise requirements for Industry Skills Test Assessors and Industry Expert Witnesses

6.1 Awarding organisations must ensure that assessors meet the occupational expertise requirements as detailed in section 4.1 of the Assessment Strategy.

- The Assessor's role is to uphold the integrity and standards during the test and to make judgement and final assessment decisions after the test. Final assessment decisions should be accurately recorded for evidence (including photographic).

6.2 Skills Test Industry Expert Witnesses:

- must not employ any of the candidates involved in the Skills Test to ensure an independent observation
- must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area being assessed. This must be of sufficient depth to be effective and reliable when observing the marking of the Skills Test. Expert Witnesses' experience, knowledge and understanding could be verified by **any** of the following:
 - curriculum vitae
 - references
 - possession of a relevant vocationally related qualification
 - corporate membership of a relevant professional institution
 - interview
- must only observe in their acknowledged area of occupational competence
- have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and this appendix
- are prepared to participate in training activities for their continued professional development.

6.3 Selection and appointment of Skills Test Industry Expert Witnesses

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the occupational area they will observe, to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area. This should be of sufficient depth to credibly verify judgements and assessments to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

Whilst Expert Witnesses cannot accredit the final award of the Skills Test, if they disagree with the assessment decision made by the Assessor, they can appeal directly to the Awarding Organisation.

May 2019

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