

# **Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Construction) QCF**

# **Pearson Edexcel Level 2 NVQ Diploma in Specialist Installation Occupations (Construction) (QCF)**

## **Specification**

NVQ/Competence-based qualifications

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# Purpose of this specification

This specification sets out:

- the objectives of the qualifications
- any other qualifications that a learner must have completed before taking these qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking these qualifications
- the combination of units that a learner must have completed before the qualifications will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualifications
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Frameworks in which the qualifications are included, where appropriate.

# 1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

## What are NVQ/Competence-based qualifications?

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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 the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs/Competence-based qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme - allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQs/Competence-based qualifications in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.



## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Certificate in Specialist Installation Occupations (Construction) (QCF)
QCF Qualification Number (QN)	601/4793/3
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	09/10/2014
Operational start date	01/11/2014
Approved age ranges	16-18 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/strategy.
Credit value	20-36 (depending on pathway)
Assessment	Portfolio of Evidence (internal assessment).
Guided learning hours	67-127
Grading information	The qualification and units are graded pass/fail.

Qualification title	Pearson Edexcel Level 2 Certificate in Specialist Installation Occupations (Construction) (QCF)
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i> ).
Funding	<p>Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval.</p> <p>Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.</p> <p>Further information and guidance is available on the website: <a href="http://www.gov.uk">www.gov.uk</a></p>

Qualification title	Pearson Edexcel Level 2 Diploma in Specialist Installation Occupations (Construction) (QCF)
QCF Qualification Number (QN)	601/4772/6
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	06/10/2014
Operational start date	01/11/2014
Approved age ranges	16-18 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/strategy.
Credit value	38-48 (depending on pathway)
Assessment	Portfolio of Evidence (internal assessment).
Guided learning hours	128-161
Grading information	The qualification and units are graded pass/fail.

Qualification title	Pearson Edexcel Level 2 Diploma in Specialist Installation Occupations (Construction) (QCF)
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i> ).
Funding	<p>Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval.</p> <p>Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.</p> <p>Further information and guidance is available on the website: <a href="http://www.gov.uk">www.gov.uk</a></p>

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

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 at: [www.edexcel.com](http://www.edexcel.com)

## 3 Qualification rationale

### Qualification objectives

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The Pearson Edexcel Level 2 Certificate/Diploma in Specialist Installation Occupations (Construction) (QCF) is for learners who work in, or who want to work in the Construction and Built Environment sector.

It gives learners the opportunity to:

- develop and demonstrate competence as specialist installation operatives
- develop technical skills and knowledge and understanding related to the specified job roles in Specialist Installation
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

The Certificate is for Construction Operatives who work as specialist installers in industrial/non-domestic settings e.g. installing roof lining, applying joint sealant, installing point of purchase systems, installing loading bay equipment, maintaining or inspecting these systems.

For the Diploma, in addition to the above, learners will be working on installing systems, and using techniques, which require a greater length of time on which to gain competence, when compared to the NVQ Certificate. e.g. installing insulated enclosures/ industrial storage systems/ door and shutter systems / blinds and solar shading systems. Achievement of the NVQ can be used towards evidence to achieve Construction Card Competence Schemes, to work on site, where these are applicable and recognised by the employer.

### Relationship with previous qualifications

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These qualifications are direct replacements for the Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Construction) (QCF) (600/9083/2) and the Pearson Edexcel Level 2 NVQ Diploma in Specialist Installation Occupations (Construction) (QCF) (600/9093/5) which have expired.

### Progression opportunities

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Learners who achieve the Pearson Edexcel Level 2 Certificate/Diploma in Specialist Installation Occupations (Construction) (QCF) can progress across the level and size of the construction and the built environment competence and knowledge qualifications, and into other occupational areas such as team leading and management.

There is an established progression route to a level 3 NVQ in this occupation, and also a related Level 2 NVQ Diploma. Credit from the NVQ Certificate can be used towards achievement of the NVQ Diploma

### Industry support and recognition

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This qualification is supported by ConstructionSkills, the Skills Council for construction and the built environment.

## Relationship with National Occupational Standards

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This qualification is based on the National Occupational Standards (NOS) in construction, which were set and designed by ConstructionSkills, the Sector Skills Council for the sector.

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## 4 Qualification structures

### Pearson Edexcel Level 2 Certificate in Specialist Installation Occupations (Construction) (QCF)

The learner will need to meet the requirements, for the chosen pathway, outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	20
Minimum number of credits that must be achieved at level 2 or above	18

To achieve this qualification, learners must complete a minimum of 20 credits, including 10 mandatory credits from Group A and the required units from one of the pathways from Group B.

Learners may also choose to complete credit from the Additional Units in Group C, however this will not count towards the minimum credit value for the qualification.

Pathway		Credits
1	<b>Roof Lining Systems</b> In addition to the 10 mandatory credits from Group A, learners must complete a minimum of 22 credits from the optional units in Group B1.	32
2	<b>Joint Sealant Application</b> In addition to the 10 mandatory credits from Group A, learners must complete 26 mandatory credits from Group B2.	36
3	<b>Point of Purchase</b> In addition to the 10 mandatory credits from Group A, learners must complete a minimum of 17 credits from the optional units in Group B3.	27
4	<b>Industrial Storage Systems – Maintenance and Repair</b> In addition to the 10 mandatory credits from Group A, learners must complete a minimum of 12 credits from the optional units in Group B4.	22
5	<b>Industrial Storage Systems – Inspection</b> In addition to the 10 mandatory credits from Group A, learners must complete 10 mandatory credits from Group B5.	20
6	<b>Loading Bay Equipment – Installation or Maintenance</b> In addition to the 10 mandatory credits from Group A, learners must complete a minimum of 14 credits from the optional units in Group B6.	24

Unit	Unit reference number	Mandatory units Group A Learners must achieve all units	Level	Credit	Guided learning hours
1	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
2	J/503/1169	Conforming to Productive Working Practices in the Workplace	2	3	10
3	F/503/1171	Moving, Handling and Storing Resources in the Workplace	2	5	17

Unit	Unit reference number	Pathway 1 – Roof Lining Group B1 – Optional units Learners must complete a minimum of 22 credits	Level	Credit	Guided learning hours
7	D/600/7177	Removing and Repairing Eaves and Verge Finishings in the Workplace	2	16	53
8	H/600/7181	Installing Eaves, Verge and Rainwater Systems in the Workplace	2	12	40
9	T/600/7184	Preparing Rainwater Systems Resources in the Workplace	2	11	37
10	J/600/7190	Repairing Rainwater Systems in the Workplace	2	11	37

Unit	Unit reference number	Pathway 2 – Joint Sealant Application Group B2 – Mandatory units	Level	Credit	Guided learning hours
11	K/600/7215	Applying Sealants to Structural Fabric in the Workplace	2	8	27
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27
13	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	2	10	33



Unit	Unit reference number	Pathway 3 – Point of Purchase Group B3 – Optional units  Learners must complete a minimum of 17 credits	Level	Credit	Guided learning hours
14	F/600/7222	Installing Internal Display Systems in the Workplace	2	8	27
15	L/600/7224	Installing Display Signs in the Workplace	2	9	30
16	D/600/7227	Installing Graphic Displays in the Workplace	2	12	40

Unit	Unit reference number	Pathway 4 – Industrial Storage Systems – Maintenance and Repair Group B4 – Mandatory unit	Level	Credit	Guided learning hours
17	J/600/7237	Maintaining and Repairing Industrial Storage Systems in the Workplace	2	12	40

Unit	Unit reference number	Pathway 5 – Industrial Storage Systems – Inspection Group B5 – Mandatory unit	Level	Credit	Guided learning hours
18	L/600/7241	Inspecting Industrial Storage Systems in the Workplace	2	10	33

Unit	Unit reference number	Pathway 6 – Loading Bay Equipment – Installation or Maintenance Group B6 – Optional units  Learners must complete a minimum of 14 credits	Level	Credit	Guided learning hours
42	L/504/9334	Installing Loading Bay Equipment in the Workplace	2	14	47
43	Y/504/9336	Servicing and Maintaining Loading Bay Equipment in the Workplace	2	14	47

**Group C – Additional units**

**Credit from this group will not count towards the minimum credit value required for the qualification**

<b>Unit</b>	<b>Unit reference number</b>	<b>Additional units for Pathway 2</b>	<b>Level</b>	<b>Credit</b>	<b>Guided learning hours</b>
20	K/506/4648	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
21	H/506/4649	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	14	47
22	H/506/4650	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
25	F/506/4607	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace	2	18	60
26	J/506/4608	Preparing and Operating Industrial Forklift Trucks to Lift and Transfer Loads in the Workplace	2	16	53
27	L/506/4609	Preparing and Operating Sideload Forklifts to Lift and Transfer Loads in the Workplace	2	16	53
28	F/506/4610	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	2	25	83
29	R/506/4613	Preparing and Operating Lorry Loaders or Knuckle Booms to Lift and Transfer Loads in the Workplace	2	30	100
<b>Unit</b>	<b>Unit reference number</b>	<b>Additional unit for Pathway 3</b>	<b>Level</b>	<b>Credit</b>	<b>Guided learning hours</b>
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27

Unit	Unit reference number	Additional units for Pathways 4 and 5	Level	Credit	Guided learning hours
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27
20	K/506/4648	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
21	M/506/4649	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	14	47
22	H/506/4650	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
25	F/506/4607	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace	2	18	60
26	J/506/4608	Preparing and Operating Industrial Forklift Trucks to Lift and Transfer Loads in the Workplace	2	16	53
27	L/506/4609	Preparing and Operating Sideload Forklifts to Lift and Transfer Loads in the Workplace	2	16	53
28	F/506/4610	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	2	25	83
29	R/506/4613	Preparing and Operating Lorry Loaders or Knuckle Booms to Lift and Transfer Loads in the Workplace	2	30	100
30	F/506/4672	Preparing and Operating Powered Units, Tools or Pedestrian Plant, Machinery or Equipment in the Workplace	2	7	13

Unit	Unit reference number	Additional units for Pathway 6	Level	Credit	Guided learning hours
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27
20	K/506/4648	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
21	M/506/4649	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	14	47
22	H/506/4650	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
23	R/506/3929	Slings and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
24	D/504/9340	Installing Door, Blind or Shutter Wiring Systems in the Workplace	2	12	40
37	J/504/6366	Using Manual Metal Arc Welding Equipment	1	10	57
38	Y/504/6369	Using Semi-automatic MIG or MAG Welding Equipment	1	10	63

## Pearson Edexcel Level 2 Diploma in Specialist Installation Occupations (Construction) (QCF)

The learner will need to meet the requirements, for the chosen pathway, outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	38
Minimum number of credits that must be achieved at level 2 or above	36

To achieve this qualification, learners must complete a minimum of 38 credits, including 10 mandatory credits from Group A and the required units from one of the pathways from Group PG.

Learners may also choose to complete credit from the Additional Units in Group C, however this will not count towards the minimum credit value for the qualification.

Pathway		Credits
1	<b>Insulated Enclosures – Industrial</b> In addition to the 10 mandatory credits from Group A, learners must complete a minimum of 34 credits from the optional units in Group B1.	44
2	<b>Insulated Enclosures – Commercial</b> In addition to the 10 mandatory credits from Group A, learners must complete 38 mandatory credits from Group B2.	48
3	<b>Industrial Storage Systems – Installation</b> In addition to the 10 mandatory credits from Group A, learners must complete 32 mandatory credits from Group B3.	42
4	<b>Door and Shutter Systems – Installation</b> In addition to the 10 mandatory credits from Group A, learners must complete 14 mandatory credits from Group B4a and 14 optional credits from Group B4b.	38
5	<b>Door and Shutter Systems – Repair</b> In addition to the 10 mandatory credits from Group A, learners must complete 31 mandatory credits from Group B5.	41
6	<b>Blinds and Solar Shading Systems – Installation and Maintenance</b> In addition to the 10 mandatory credits from Group A, learners must complete 28 mandatory credits from Group B6.	38

Unit	Unit reference number	Mandatory units Group A Learners must achieve all units	Level	Credit	Guided learning hours
1	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
2	J/503/1169	Conforming to Productive Working Practices in the Workplace	2	3	10
3	F/503/1171	Moving, Handling and Storing Resources in the Workplace	2	5	17

Unit	Unit reference number	Pathway 1 – Insulated Enclosures – Industrial Group B1 – Mandatory units	Level	Credit	Guided learning hours
31	K/600/7022	Installing Suspended Ceiling Systems in the Workplace	2	8	27
32	Y/600/7209	Installing Insulated Enclosure Floors in the Workplace	2	11	37
33	Y/600/7212	Installing Insulated Cladding Walls in the Workplace	2	15	50

Unit	Unit reference number	Pathway 2 – Insulated Enclosures – Commercial Group B2 – Mandatory units	Level	Credit	Guided learning hours
4	K/504/9258	Installing Door Systems in the Workplace	2	14	47
32	Y/600/7209	Installing Insulated Enclosure Floors in the Workplace	2	11	37
34	R/600/7208	Installing Insulated Enclosures in the Workplace	2	13	43

Unit	Unit reference number	Pathway 3 – Industrial Storage Systems – Installation Group B3 – Mandatory units	Level	Credit	Guided learning hours
35	H/600/7231	Installing Industrial Pallet Racking Systems in the Workplace	2	16	53
36	M/600/7233	Installing Industrial Shelving Systems in the Workplace	2	16	53

Unit	Unit reference number	Pathway 4 – Door and Shutter Systems – Installation Group B4a – Mandatory unit	Level	Credit	Guided learning hours
5	H/504/9288	Servicing and Maintaining Door or Shutter Systems in the Workplace	2	14	47
Unit	Unit reference number	Group B4b – Optional units Learners must complete a minimum of 14 credits	Level	Credit	Guided learning hours
4	K/504/9258	Installing Door Systems in the Workplace	2	14	47
44	H/504/9260	Installing Shutter Systems in the Workplace	2	14	47

Unit	Unit reference number	Pathway 5 – Door and Shutter Systems – Repair Group B5 – Mandatory units	Level	Credit	Guided learning hours
5	H/504/9288	Servicing and Maintaining Door or Shutter Systems in the Workplace	2	14	47
6	R/504/9318	Dismantling and Repairing Door or Shutter Systems in the Workplace	2	17	57

Unit	Unit reference number	Pathway 6 – Blinds and Solar Shading Systems – Installation and Maintenance Group B6 – Optional units Learners must complete a minimum of 28 credits	Level	Credit	Guided learning hours
39	R/504/9321	Installing Internal Blinds or Solar Shading Systems in the Workplace	2	14	47
40	A/504/9328	Installing External Blinds or Solar Shading Systems in the Workplace	2	14	47
41	A/504/9331	Servicing and Maintaining Blinds, Screens or Solar Shading Systems in the Workplace	2	14	47

**Additional units**

**Credits from this group will not count towards the minimum credit value required for the qualification**

<b>Unit</b>	<b>Unit reference number</b>	<b>Additional units for Pathways 1 and 2</b>	<b>Level</b>	<b>Credit</b>	<b>Guided learning hours</b>
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27
20	K/506/4648	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
21	H/506/4649	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	14	47
22	H/506/4650	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
23	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
37	J/504/6366	Using Manual Metal Arc Welding Equipment	1	10	63
38	Y/504/6369	Using Semi-Automatic MIG or MAG Welding Equipment	1	10	63



Unit	Unit reference number	Additional units for Pathway 3	Level	Credit	Guided learning hours
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27
25	F/506/4607	Preparing and Operating Rough Terrain Masted Forklifts to Lift And Transfer Loads in the Workplace	2	18	60
26	J/506/4608	Preparing and Operating Industrial Forklifts to Lift and Transfer Loads in the Workplace	2	16	53
27	L/506/4609	Preparing and Operating Sideload Forklifts to Lift and Transfer Loads in the Workplace	2	16	53
28	F/506/4610	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	2	25	83
29	R/506/4613	Preparing and Operating Lorry Loaders or Knuckle Booms to Lift and Transfer Loads in the Workplace	2	30	100
20	K/506/4648	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
21	H/506/4649	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	14	47
22	H/506/4650	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
30	F/506/4672	Preparing and Operating Powered Units Tools or Pedestrian Plant, Machinery or Equipment in the Workplace	2	7	23

Unit	Unit reference number	Additional units for Pathways 4 and 5	Level	Credit	Guided learning hours
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27
20	K/506/4648	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
21	H/506/4649	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	14	47
22	H/506/4650	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	12	40
23	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
24	D/504/9340	Installing Door, Blind or Shutter Wiring Systems in the Workplace	2	12	40
37	J/504/6366	Using Manual Metal Arc Welding Equipment	1	10	57
38	Y/504/6369	Using Semi-Automatic MIG or MAG Welding Equipment	1	10	63

## 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. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

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 policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website: [www.edexcel.com/policies](http://www.edexcel.com/policies)

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

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

- Providing initial advice and guidance, including work tasters, to potential learners 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 the employer in the induction process. This helps employers 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

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Good practice in relation to training and assessment delivery include:

- 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, craftspersonship 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 practice 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.
- Integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them. Please see *Annexe C* for mapping of PLTS to the units in this specification.
- 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 that indicates how and when the units will be assessed.
- Discussing and agreeing with the learner and employer 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

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Good practice in relation to employer engagement include:

- Communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs.
- Working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor.
- Helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners 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 below are in place before offering the qualifications.

### General resource requirements

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- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/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 requirements/strategy in *Annexe A* and *Annexe B*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualifications.
- Centres must deliver the qualifications 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, please go to [www.legislation.gov.uk](http://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 to ensure that it will meet their needs.

### **Prior knowledge, skills and understanding**

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

### **Access to qualifications for learners with disabilities or specific needs**

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Equality and fairness are central to our work. Pearson's Equality Policy 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 the full qualifications, the learner must achieve all the units required in the stated qualification structures.

### Language of assessment

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Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualifications 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 policy document *Use of languages in qualifications policy*, available on our website at: [www.edexcel.com](http://www.edexcel.com)

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

### Internal assessment

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The units in these qualifications 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.

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 is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	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 requirements of the Sector Skills Council's assessment requirements/strategy.
- 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 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 policy document *Recognition of Prior Learning Policy and Process*, available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)
- a combination of these.

## Assessment requirements/strategy

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The assessment requirements/strategy for these qualifications are included in *Annexe A* and *Annexe B*. They set out the overarching assessment principles and the framework for assessing the units to ensure that the qualifications remain valid and reliable. They have been developed by ConstructionSkills, the Sector Skills Council for Construction and the Built Environment and Semta, the Sector Skills Council for the Science Engineering Manufacturing Technologies Sector in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## Types of evidence

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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 requirements/strategy given in *Annexe A*.

In line with the assessment requirements/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)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

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 be clearly reference the unit being 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 *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: [www.edexcel.com](http://www.edexcel.com). Please see *Section 12, Further information and useful publications* for details.

## Appeals

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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 the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## Dealing with malpractice

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Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy*, which is available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies). Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

## Reasonable adjustments to assessment

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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, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## Special consideration

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Centres must operate special consideration in line with the guidance given in the document *Pearson 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, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement. Further information on credit transfer can be found in the document *Credit accumulation and transfer policy (England)*, which is available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## 9 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Edexcel vocational 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 Edexcel vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

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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 usually receive two standards verification visits per year (a total of two days per year). 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.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

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

For further details, please go to the *NVQ Quality Assurance Centre Handbook*, the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at [www.pearsonwbl.edexcel.com](http://www.pearsonwbl.edexcel.com)

# 11 Unit format

Each unit has the following sections.

## Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

## Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for competency-based qualifications.

## Unit summary

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

## Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. 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

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

DRAFT



# Unit 1: Conforming to General Health, Safety and Welfare in the Workplace.

**Unit reference number:** A/503/1170

**QCF level:** 1

**Credit value:** 2

**Guided learning hours:** 7

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## Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing, implementing and maintaining systems for managing health, safety and welfare in the workplace within the relevant sector of industry.

## Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 the learner is expected to meet to achieve 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2		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			
	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		Evidence type	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"> <li>dealing with accidents and emergencies associated with the work and environment</li> <li>methods of receiving or sourcing information</li> <li>reporting</li> <li>stopping work</li> <li>evacuation</li> <li>fire risks and safe exit procedures</li> <li>consultation and feedback</li> </ul>			
		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		Evidence type	Portfolio reference	Date
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare			
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>contributing to discussions and providing feedback</li> <li>reporting changed circumstances and incidents in the workplace</li> <li>complying with the environmental requirements of the workplace</li> </ul>			
		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"> <li>during the working day</li> <li>on completion of the day's work</li> <li>for unauthorised personnel (other operatives and the general public)</li> <li>for theft</li> </ul>			
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

## Unit 2:

## Conforming to Productive Working Practices in the Workplace

**Unit reference number:** J/503/1169

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 10

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to productive working practices in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Communicate with others to establish productive work practices	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively			
		1.2	Describe the different methods of communicating with line management, colleagues and customers			
		1.3	Describe how to use different methods of communication to ensure that the work carried out is productive			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Follow organisational procedures to plan the sequence of work	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work			
		2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively			
		2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>• using resources for own and other's work requirements</li> <li>• allocating appropriate work to employees</li> <li>• organising the work sequence</li> <li>• reducing carbon emissions</li> </ul>			
		2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain relevant records in accordance with the organisational procedures	3.1	Complete relevant documentation according to the occupation as required by the organisation			
		3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>• job cards</li> <li>• worksheets</li> <li>• material/resource lists</li> <li>• time sheets</li> </ul>			
		3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain good working relationships when conforming to productive working practices	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships			
		4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.			
		4.3	Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> <li>• individuals</li> <li>• customer and operative</li> <li>• operative and line management</li> <li>• own and other occupations</li> </ul>			
		4.4	Describe why it is important to work effectively with line management, colleagues and customers			
		4.5	Describe how working relationships could have an effect on productive working			
		4.6	Describe how to apply principles of equality and diversity when communicating and working with others			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

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## Unit 3: Moving, Handling, and Storing Resources in the Workplace

**Unit reference number:** F/503/1171

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 17

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in moving, handling and storing resources in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with given information when moving, handling and/or storing resources	1.1	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation			
		1.2	Interpret the given information relating to the use and storage of lifting aids and equipment			
		1.3	Describe the different types of technical, product and regulatory information, their source and how they are interpreted			
		1.4	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.5	Describe how to obtain information relating to using and storing lifting aids and equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		2.2	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		2.3	Explain what the accident reporting procedures are and who is responsible for making the reports			
		2.4	State the appropriate types of fire extinguishers relevant to the work			
		2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when moving, handling and/or storing resources	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources			
		3.2	Use lifting aids safely as appropriate to the work			
		3.3	Protect the environment in accordance with safe working practices as appropriate to the work.			
		3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			
		3.6	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 move, handle and/or store occupational resources	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> <li>lifting and handling aids</li> <li>container(s)</li> <li>fixing, holding and securing systems</li> </ul>			
		4.3	Describe how the resources should be handled and how any 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Dispose of waste and packaging in accordance with legislation			
		5.3	Maintain a clean work space when moving, handling or storing resources			
		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 moving, handling and/or storing resources	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"> <li>• progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques</li> </ul>			
		7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <li>sheet material</li> <li>loose material</li> <li>bagged or wrapped material</li> <li>fragile material</li> <li>tools and equipment</li> <li>components</li> <li>liquids</li> </ul>			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources			
		7.4	Describe the needs of other occupations when moving, handling and/or storing resources			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

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## Unit 4: Installing Door Systems in the Workplace

**Unit reference number:** K/504/9258

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### Unit summary

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

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing door systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, methods statements, risk assessments 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: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings and official guidance associated with industrial/commercial and/or pedestrian door systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing door systems	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, in confined spaces, 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	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 door systems	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when installing door systems			
		3.2	Comply with information relating to specific risks to health when installing door systems			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing door systems, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 install door system	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment and consumables.			
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• type of door system and door components</li> <li>• ancillary equipment for the doors and the installation work</li> <li>• powered door systems only: power source and supplies for installation</li> <li>• consumables</li> <li>• hand tools, portable power tools, power tools and equipment</li> <li>• operation, safety and maintenance documentation</li> </ul>			
		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, size, length, area and wastage associated with the method/procedure to install door systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing door 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 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 installing door 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install door systems to the required specification	7.1	Demonstrate the following work skills when installing door systems: – measuring, marking out, positioning, levelling, aligning, fitting, adjusting, securing, finishing and commissioning			
		7.2	Install and commission one of the following types of industrial/commercial or pedestrian door systems to given working instructions: <ul style="list-style-type: none"> <li>• industrial/commercial door system types: vertically sliding, vertically rolling, horizontally acting doors, gates and barriers, fire-resisting</li> <li>• pedestrian system types: domestic garage doors with panel constructions or with rolling constructions, domestic garage doors power operated, manual slide, swing and folding doors, fire resisting doors, power operated slide, swing or folding doors, manual and power-operated revolving doors</li> </ul>			
		7.3	Test operation functions of the door system			
		7.4	Inspect, check and test any safety devices			
		7.5	Safely use and handle materials, hand tools, portable power tools, power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when installing door systems			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.7 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"> <li>• confirm installation requirements</li> <li>• agree appropriate ways in which the work should be carried out</li> <li>• maintain the principles of minimum and reversible alteration</li> <li>• stop work at the point where guesswork begins and report findings</li> <li>• recognise the structural composition of mounting and fixing points</li> <li>• recognise parts and components of door systems</li> <li>• identify and assess weight and centre of balance of door systems</li> <li>• position and erect supports</li> <li>• prepare and fix doors and ancillary items</li> <li>• install industrial/commercial door system types: vertically sliding, vertically rolling, horizontally acting, gates and barriers, fire-resisting</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.8 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"> <li>• install pedestrian system types: domestic garage doors with panel constructions, with rolling constructions; domestic garage doors power operated; manual slide; swing and folding doors; fire-resisting doors; power operated slide; swing or folding doors; manual and power-operated revolving doors</li> <li>• control and guide lifting appliances</li> <li>• adjust doors</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• test operation of doors</li> <li>• inspect, check and test safety devices</li> <li>• describe the operation for optimal energy saving performance</li> <li>• provide operation, safety and maintenance information to client, customer or their representative</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.9 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"> <li>• work on buildings of historical significance</li> <li>• use hand tools, portable power tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			
		7.10 Describe the needs of other occupations and how to effectively communicate within a team when installing door systems.			
		7.11 Describe how to maintain the tools and equipment used when installing door systems.			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

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Date:

## Unit 5:

# Servicing and Maintaining Door or Shutter Systems in the Workplace

**Unit reference number:** H/504/9288

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in servicing and maintaining door or shutter systems in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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** industrial/commercial door system type **or** pedestrian door system type, **or** against **three** shutter system types, as referenced in Assessment criteria 7.2.



## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when servicing and maintaining door or shutter systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, methods statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings and official guidance associated with door and shutter systems</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when servicing and maintaining door or shutter systems	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		2.2	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 servicing and maintaining door or shutter systems	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when servicing and maintaining door or shutter systems			
		3.2	Comply with information relating to specific risks to health when servicing and maintaining door or shutter systems			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to servicing and maintaining door or shutter systems, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 service and maintain door or shutter systems	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment and consumables			
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fluids, cleaning materials and equipment</li> <li>• components, parts and associated ancillary items</li> <li>• ancillary equipment for the service and maintenance work</li> <li>• test and inspection equipment</li> <li>• hand tools, portable power tools, power tools and equipment</li> <li>• operation, safety and maintenance documentation</li> </ul>			
		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, size, length, area and wastage associated with the method/procedure to service and maintain door or shutter systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when servicing and maintaining door or shutter 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 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 servicing and maintaining door or shutter 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to service and maintain door or shutter systems to the required specification	7.1	Demonstrate the following work skills when servicing and maintaining door or shutter systems: <ul style="list-style-type: none"> <li>lubricating, adjusting, operating, dismantling, replacing and assembling</li> </ul>			
		7.2	Service and maintain one of the following system types to given working instructions: <ul style="list-style-type: none"> <li>industrial/commercial door system types: vertically sliding, vertically rolling, horizontally acting doors, gates and barriers, fire-resisting</li> <li>pedestrian system types: domestic garage doors with panel constructions or with rolling constructions, domestic garage doors power operated, manual slide, swing and folding doors, fire resisting doors, power operated slide, swing or folding doors, manual and power operated revolving doors</li> <li>shutter system types: roller shutters or grilles, shop front shutters, wood shutters, domestic shutters or garage doors, solar powered shutters, solar shading systems, motorised shutters</li> </ul>			
		7.3.	Test operation functions of the door or shutter system			
		7.4	Inspect, check and test any safety devices			
		7.5	Safely use and handle materials, hand tools, portable power tools, power tools and ancillary equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.6	Safely store the materials, tools and equipment used when servicing and maintaining door or shutter systems		
		7.7	<p>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"> <li>• agree appropriate ways in which the work should be carried out</li> <li>• refer to parts manuals, guides, technical service bulletins, electronic data and cross reference</li> <li>• identify requirements of periodic, scheduled and event based servicing methods for door and shutter systems</li> <li>• clean/lubricate moving parts of door and shutter systems</li> <li>• check and adjust door and shutter systems</li> <li>• position and erect supports</li> <li>• control and guide lifting appliances</li> <li>• dismantle door and shutter systems for service and maintenance</li> <li>• recognise parts and components of doors and shutter systems</li> <li>• replace unserviceable, damaged and worn parts and components of door and shutter systems</li> </ul>		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.8 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"> <li>• check power source and supplies as applicable to the isolator</li> <li>• adjust door and shutter systems</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• test the operation of door and shutter systems</li> <li>• inspect, check and test safety devices</li> <li>• fit safety devices in accordance with current legislation</li> <li>• describe the operation for optimal energy saving performance</li> <li>• provide operation, safety and maintenance information to client, customer or their representative</li> <li>• use hand tools, portable power tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			
		<p>7.9 Describe the needs of other occupations and how to effectively communicate within a team when servicing and maintaining door or shutter systems</p>			
		<p>7.10 Describe how to maintain the tools and equipment used when servicing and maintaining door or shutter systems</p>			



Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

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## Unit 6:

## Dismantling and Repairing Door or Shutter Systems in the Workplace

**Unit reference number:** R/504/9318

**QCF level:** 2

**Credit value:** 17

**Guided learning hours:** 57

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in dismantling and repairing door or shutter systems in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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** industrial/commercial door system type **or** pedestrian door system type, **or** against **three** shutter system types, as referenced in Assessment criteria 7.2.

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when dismantling and repairing door or shutter system	1.1	Interpret and extract relevant information from drawings, specifications, schedules, methods statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings and official guidance associated with industrial and pedestrian door and shutter systems</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when dismantling and repairing door or shutter systems	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 dismantling and repairing door or shutter systems	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when dismantling and repairing door or shutter systems			
		3.2	Comply with information relating to specific risks to health when dismantling and repairing door or shutter systems			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to dismantling and repairing door or shutter systems, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 dismantle and repair door or shutter systems	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment and consumables			
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• repair and replacement materials, components</li> <li>• consumables</li> <li>• ancillary equipment for the dismantle and repair work</li> <li>• equipment and instruments for measuring</li> <li>• hand tools, portable power tools, power tools and equipment</li> </ul>			
		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, size, length, area and wastage associated with the method/procedure to dismantle and repair door or shutter systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when dismantling and repairing door or shutter 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 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 dismantling and repairing door or shutter 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to dismantle and repair door or shutter systems to the required specification	7.1	Demonstrate the following work skills when dismantling and repairing door or shutter systems: <ul style="list-style-type: none"> <li>dismantling, repairing, replacing, adjusting, finishing and commissioning</li> </ul>			
		7.2	Dismantle and repair one of the following types of industrial/commercial or pedestrian door or shutter systems to given working instructions: <ul style="list-style-type: none"> <li>industrial/commercial door system types: vertically sliding, vertically rolling, horizontally acting doors, gates and barriers, fire-resisting</li> <li>pedestrian systems types: domestic garage doors with panel constructions or with rolling constructions, domestic garage doors power operated, manual slide, swing and folding doors, fire resisting doors, power operated slide, swing or folding doors, manual and power-operated revolving doors</li> <li>shutter system types: roller shutters or grilles, shop front shutters, wood shutters, domestic shutters or garage doors, solar powered shutters, solar shading systems, motorised shutters</li> </ul>			
		7.3	Test operation functions of the door or shutter system			
		7.4	Inspect, check and test any safety devices			
		7.5	Safely use and handle materials, hand tools, portable power tools, power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when dismantling and repairing door or shutter systems			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.7 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"> <li>• agree appropriate ways in which the work should be carried out</li> <li>• evaluate and secure the door or shutter system</li> <li>• maintain the principles of minimum intervention and reversible alteration</li> <li>• recognise parts and components of door and shutter systems</li> <li>• diagnose repair requirements for door and shutter systems</li> <li>• stop work at the point when guesswork begins and report findings</li> <li>• identify and assess the weight of door and shutter systems</li> <li>• ensure power supply is isolated and locked off</li> <li>• position and erect supports</li> <li>• control and guide lifting appliances</li> <li>• dismantle and clean door and shutter systems for repair</li> <li>• repair parts and components of door and shutter systems</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.8 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"> <li>• remove and replace unserviceable worn or damaged parts and components</li> <li>• assemble door and shutter systems</li> <li>• adjust door and shutter systems</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• test the operation of door and shutter systems</li> <li>• inspect, check and test safety devices</li> <li>• describe the operation for optimal energy saving performance</li> <li>• provide operation, safety and maintenance information to client, customer or their representative</li> <li>• work on buildings of historical significance</li> <li>• use hand tools, portable power tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			
		<p>7.9 Describe the needs of other occupations and how to effectively communicate within a team when dismantling and repairing door or shutter systems</p>			
		<p>7.10 Describe how to maintain the tools and equipment used when dismantling and repairing door or shutter systems</p>			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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# **Unit 7:**

## **Removing and Repairing Eaves and Verge Finishings in the Workplace**

**Unit reference number:** D/600/7177

**QCF level:** 2

**Credit value:** 16

**Guided learning hours:** 53

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in removing and repairing eaves and verge finishings in the workplace within the relevant sector of industry.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of establishing, implementing and maintaining systems for managing health, safety and welfare to be effective and reliable when confirming a learner's competence.

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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when removing and repairing eaves and verge finishings	1.1	Interpret and extract information from drawings, scales, specifications, 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"><li>drawings, scales, specifications, schedules, manufacturers' information and regulations governing buildings</li></ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when removing and repairing eaves and verge finishings	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> <li>near telephone lines and overhead power supplies</li> </ul>			
		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			
3	Maintain safe working practices when removing and repairing eaves and verge finishings	3.1	Use personal protective equipment (PPE), access equipment and handle asbestos cement materials (as applicable) safely to carry out the activity, in accordance with legislation and organisational requirements when removing and repairing eaves and verge finishings			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to removing and repairing eaves and verge finishings, 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 remove and repair eaves and verge finishings	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>timber, tiles and slates, sarking, fixings, fittings, sand and cement</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, with particular emphasis on asbestos cement materials			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to remove and repair eaves and verge finishings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when removing and repairing eaves and verge finishings	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 in relation to the work			
6	Complete the work within the allocated time when removing and repairing eaves and verge finishings	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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to remove and repair eaves and verge finishings to the required specification.	7.1	Demonstrate the following work skills when removing and repairing eaves and verge finishings: <ul style="list-style-type: none"> <li>measuring, marking out, removing, replacing, fitting, positioning and securing</li> </ul>			
		7.2	Remove to contractor's working instructions: <ul style="list-style-type: none"> <li>gutters and pipework, fascias, bargeboards, soffits</li> <li>tiles/slates, battens, sarking</li> </ul>			
		7.3	Repair/replace to contractor's working instructions: <ul style="list-style-type: none"> <li>rafters and/or joist feet</li> <li>tile battens, sarking, tiles and slates</li> <li>application of appropriate timber preservative</li> <li>roof pointing to verges</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.4 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"> <li>remove existing gutters, fascias, snow guards, leaf traps, bargeboards, soffits, tiles and slates, asbestos cement materials</li> <li>repair feet of existing rafters and/or joists</li> <li>replace sarking and battens</li> <li>locate and remove telephone lines and overhead power supplies in accordance with organisational policy</li> <li>assess expansion and contraction across products</li> <li>assess compatibility across manufacturer's products</li> <li>use hand tools, power tools and equipment</li> <li>use access equipment</li> </ul>			
		7.5 Safely use and store hand tools, portable power tools and ancillary equipment			
		7.6 State the needs of other occupations and how to communicate within a team when removing and repairing eaves and verge finishings			
		7.7 Describe how to maintain the tools and equipment used when removing and repairing eaves and verge finishings			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

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# Unit 8: Installing Eaves, Verge and Rainwater Systems in the Workplace

**Unit reference number:** H/600/7181

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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## Unit summary

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

## Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of establishing, implementing and maintaining systems for managing health, safety and welfare to be effective and reliable when confirming a learner's competence.

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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing eaves, verge and rainwater systems	1.1	Interpret and extract information from drawings, scales, specifications, 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"> <li>drawings, scales, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing eaves, verge and rainwater systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> <li>near telephone lines and overhead power supplies</li> </ul>			
		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 installing eaves, verge and rainwater 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 eaves, verge and rainwater systems			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing eaves, verge and rainwater 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 eaves, verge and rainwater systems.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>fascias, bargeboards, soffits, guttering, snow guards, leaf traps, tiles, slates, fixings, fittings, adhesives, sealants</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to install eaves, verge and rainwater systems			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing eaves, verge and rainwater systems	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 in relation to the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when installing eaves, verge and rainwater 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install eaves, verge and rainwater systems to the required specification	7.1	Demonstrate the following work skills when installing eaves, verge and rainwater systems: <ul style="list-style-type: none"> <li>measuring, marking out, fitting, positioning and securing</li> </ul>			
		7.2	Install to contractor's working instructions: <ul style="list-style-type: none"> <li>proprietary fascias, bargeboard and soffit systems</li> <li>proprietary guttering and downpipes, and associated fittings</li> </ul>			
		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"> <li>install proprietary fascias, bargeboards, snow guards, leaf traps, soffits, guttering and downpipes</li> <li>replace existing tiles/slates</li> <li>replace telephone lines and overhead power supplies in accordance with organisational policy</li> <li>assess expansion and contraction across products</li> <li>assess compatibility across manufacturer's products</li> <li>use hand tools, power tools and equipment</li> <li>use access equipment</li> </ul>			
		7.4	Safely use and store hand tools, portable power tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing eaves, verge and rainwater systems			
		7.6	Describe how to maintain the tools and equipment used when installing eaves, verge and rainwater systems			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

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## Unit 9:

# Preparing Rainwater Systems Resources in the Workplace

**Unit reference number:** T/600/7184

**QCF level:** 2

**Credit value:** 11

**Guided learning hours:** 37

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing rainwater systems resources in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of establishing, implementing and maintaining systems for managing health, safety and welfare to be effective and reliable when confirming a learner's competence.

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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing rainwater systems resources	1.1	Interpret and extract information from drawings, scales, specifications, 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"> <li>drawings, scales, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when preparing rainwater systems resources	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> <li>near telephone lines and overhead power supplies</li> </ul>			
		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			
3	Maintain safe working practices when preparing rainwater systems resources	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when preparing rainwater systems resources			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to preparing rainwater systems resources, 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 prepare rainwater systems resources	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>aluminium coil</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to prepare rainwater systems resources			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when preparing rainwater systems resources	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 in relation to the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when preparing rainwater systems resources	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"> <li>• types of progress charts, timetables and estimated times</li> <li>• organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to prepare rainwater systems resources to the required specification.	7.1	Demonstrate the following work skills when preparing rainwater systems resources: <ul style="list-style-type: none"> <li>measuring, marking out, cutting fit and securing</li> </ul>			
		7.2	Profile aluminium coil to contractor's working instructions relating to: <ul style="list-style-type: none"> <li>gutters and stop ends</li> <li>forming downpipe holes</li> <li>forming bends</li> </ul>			
		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"> <li>profile aluminium coil into gutters and stop ends</li> <li>form holes for downpipes</li> <li>form bends</li> <li>assess expansion and contraction across products</li> <li>assess compatibility across manufacturer's products</li> <li>use hand tools, power tools and equipment</li> <li>use access equipment</li> </ul>			
		7.4	Safely use and store hand tools, portable power tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when preparing rainwater systems resources			
		7.6	Describe how to maintain the tools and equipment used when preparing rainwater systems resources			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

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## Unit 10:

## Repairing Rainwater Systems in the Workplace

**Unit reference number:** J/600/7190

**QCF level:** 11

**Credit value:** 2

**Guided learning hours:** 37

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### Unit summary

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

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of establishing, implementing and maintaining systems for managing health, safety and welfare to be effective and reliable when confirming a learner's competence.

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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing rainwater systems.	1.1	Interpret and extract information from drawings, scales, specifications, 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"> <li>drawings, scales, specifications, schedules, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when repairing rainwater systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> <li>near telephone lines and overhead power supplies</li> </ul>			
		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 repairing rainwater 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 repairing rainwater systems			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to repairing rainwater 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 repair rainwater systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>polymer liners, sarking, cappings, corner inserts, boundary dividers, sealants, fixings</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to repair rainwater systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repairing rainwater systems.	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 in relation to the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when repairing rainwater 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to repair rainwater systems to the required specification.	7.1	Demonstrate the following work skills when repairing rainwater systems: <ul style="list-style-type: none"> <li>measuring, marking out, cutting and profiling</li> </ul>			
		7.2	Repair existing concrete gutters with polymer liners to contractor's working instructions			
		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"> <li>re-line concrete gutters with polymer liners and corner inserts</li> <li>seal downpipe outlets</li> <li>replace sarking</li> <li>assess expansion and contraction across products</li> <li>assess compatibility across manufacturer's products</li> <li>use hand tools, power tools and equipment</li> <li>use access equipment</li> </ul>			
		7.4	Safely use and store hand tools, portable power tools and ancillary equipment.			
		7.5	State the needs of other occupations and how to communicate within a team when repairing rainwater systems			
		7.6	Describe how to maintain the tools and equipment used when repairing rainwater systems			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 11:

# Applying Sealants to Structural Fabric in the Workplace

**Unit reference number:** K/600/7215

**QCF level:** 2

**Credit value:** 8

**Guided learning hours:** 27

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying sealants to structural fabric in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying sealants to structural fabric to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two of the following endorsements:

- Masonry
- Soffits
- Window/door frames
- Work surfaces/sanitary ware

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when applying sealants to structural fabric	1.1	Interpret and extract information from drawings, specifications, schedules, job sheets, method statements 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"> <li>drawings, specifications, schedules, job sheets, method statements, manufacturers' information and regulations governing buildings</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when applying sealants to structural fabric	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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			
3	Maintain safe working practices when applying sealants to structural fabric	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when applying sealants to structural fabric			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to applying sealants to structural fabric, 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 apply sealants to structural fabric	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• sealants</li> <li>• applicators</li> <li>• hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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 and area associated with the method/procedure to apply sealants to structural fabric			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying sealants to structural fabric.	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 in relation to the work			
6	Comply with the given contract information to apply sealants to structural fabric to the required specification	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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to apply sealants to structural fabric to the required specification	7.1	Demonstrate the following work skills when applying sealants to structural fabric: <ul style="list-style-type: none"> <li>measuring, cleaning, preparing, checking, selecting and applying</li> </ul>			
		7.2	Prepare joints and apply sealant by manual application to seal concrete floors and two or more of the following structures to contractor's working instructions: <ul style="list-style-type: none"> <li>masonry</li> <li>soffits</li> <li>window/door frames</li> <li>work surfaces/sanitary ware</li> </ul>			
		7.3	Mix multi-part sealants			
		7.4	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"> <li>prepare joints and seal timber, concrete, metal, masonry, ceramics, plastics</li> <li>mix multi-part sealants</li> <li>use and maintain applicators, hand tools, power tools and equipment</li> </ul>			
		7.5	Safely use and store hand tools, portable power tools, ancillary equipment and applicators			
		7.6	State the needs of other occupations and how to communicate within a team when applying sealants to structural fabric			
		7.7	Describe how to maintain the tools and equipment used when applying sealants to structural fabric			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

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Date:

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## Unit 12:

## Erecting and Dismantling Access/Working Platforms in the Workplace

**Unit reference number:** D/600/8281

**QCF level:** 2

**Credit value:** 8

**Guided learning hours:** 27

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### 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 within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying sealants to structural fabric to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two of the following endorsements: – Own occupational area of work

Plus two or more of the following:

- Ladders/crawler boards
- Step ladders/platform steps
- Proprietary towers

- Trestle platforms
- Mobile scaffold towers
- Proprietary staging/podiums

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## 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 the learner is expected to meet to achieve 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 specifications, method statements, risk assessments 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"> <li>specifications, current legislation, method statements, risk assessments and manufacturers' information</li> </ul>			

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 under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling</li> </ul>			
		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			
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"> <li>• ladders/crawler boards</li> <li>• stepladders/platform steps</li> <li>• trestles</li> <li>• proprietary staging/podiums</li> <li>• proprietary towers</li> <li>• mobile scaffold towers</li> <li>• protection equipment and notices</li> <li>• tools and ancillary equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to 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.			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity of equipment required associated with 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	Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms			
		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 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: <ul style="list-style-type: none"> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle access/working platforms to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> <li>• moving, positioning/erecting, securing, checking, dismantling and removing</li> </ul>			
		7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> <li>• ladders/crawler boards</li> <li>• stepladders/platform steps</li> <li>• proprietary towers</li> <li>• trestle platforms</li> <li>• mobile scaffold towers</li> <li>• proprietary staging/podiums</li> </ul>			
		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"> <li>• provide protection to the work area</li> <li>• establish a base for equipment</li> <li>• erect proprietary access equipment to manufacturer's instructions suitable for the work</li> <li>• erect non-proprietary access equipment suitable for the work</li> <li>• place protective screens and notices</li> <li>• check/monitor equipment during the period of use</li> <li>• dismantle and store access equipment</li> <li>• use tools and equipment</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> <li>work at height</li> </ul>			
		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:  
(if sampled)

Date:

# **Unit 13:**

## **Establishing Work Area Protection and Safety in the Workplace**

**Unit reference number:** T/503/9560

**QCF level:** 2

**Credit value:** 10

**Guided learning hours:** 33

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing work area protection and safety in the workplace within the relevant sector of industry.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the following endorsement:

- own occupational area of work
- one other endorsement. Please contact the unit owner on 0300 456 7186 to obtain the full endorsement list.

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when establishing work area protection and safety	1.1	Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections 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"> <li>drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when establishing work area protection and safety	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		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 establishing work area protection and safety	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 establishing work area protection and safety			
		3.2	Comply with information relating to specific risks to health when establishing work area protection and safety			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 establish work area protection and safety	4.1	Select resources associated with own work in relation to materials, components and fixings, and tools and equipment			
		4.2	Select resources associated with own work in relation to materials, components and fixings, and 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 and area associated with the method/procedure to establish work area protection and safety			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety	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 establishing work area protection and safety	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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to establish work area protection and safety to the required specification	7.1	Demonstrate the following work skills when establishing work area protection and safety: <ul style="list-style-type: none"> <li>measuring, setting out, positioning, assembling, constructing, securing and dismantling</li> </ul>			
		7.2	Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following: <ul style="list-style-type: none"> <li>protection and safety notices</li> <li>safety lighting</li> </ul>			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when establishing work area protection and safety			

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"> <li>• plan for the protection and the safety of the work and surrounding environment</li> <li>• install, check and maintain the protection and safety equipment</li> <li>• dismantle and remove protection and safety equipment</li> <li>• install safety notices</li> <li>• install lighting systems</li> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety			
		7.7 Describe how to maintain the tools and equipment used when establishing work area protection and safety			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 14:

## Installing Internal Display Systems in the Workplace

**Unit reference number:** F/600//7222

**QCF level:** 2

**Credit value:** 8

**Guided learning hours:** 27

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### Unit summary

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

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing internal display systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two of the following endorsements:

- Free standing
- Wall mounted
- Ceiling mounted
- Glass mounted

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing internal display systems	1.1	Interpret and extract information from drawings, specifications, 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	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
2	Know how to comply with relevant legislation and official guidance when installing internal display systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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			
3	Maintain safe working practices when installing internal display systems	3.1	Maintain safe working practices when installing internal display systems			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing internal display 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 internal display systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• manufactured sheet material, metals, plastics, fabrics, counters, display units</li> <li>• adhesives, sealants, fixings and associated ancillary items</li> <li>• hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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 and area associated with the method/procedure to install internal display systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing internal display systems	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 and client/customer procedures			
		5.5	State why the disposal of waste should be carried out in relation to the work			
6	Complete the work within the allocated time when installing internal display 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install internal display systems to the required specification.	7.1	Demonstrate the following work skills when installing internal display systems: <ul style="list-style-type: none"> <li>measuring, marking out, fitting, finishing, positioning and securing</li> </ul>			
		7.2	Install any two of the following internal display systems to given working instructions: <ul style="list-style-type: none"> <li>free standing</li> <li>wall mounted</li> <li>ceiling mounted</li> <li>glass mounted</li> </ul>			
		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"> <li>prepare and install free standing, wall mounted, ceiling mounted and glass mounted systems</li> <li>determine the layout of displays</li> <li>determine the location and accessibility of the display</li> <li>establish the displayed product's requirements</li> <li>form joints associated with internal display installation</li> <li>use hand tools, power tools and equipment</li> </ul>			

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

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:

## Unit 15:

## Installing Display Signs in the Workplace

**Unit reference number:** L/600/7224

**QCF level:** 2

**Credit value:** 9

**Guided learning hours:** 30

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### Unit summary

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

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing display signs to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two of the following endorsements:

- Free standing
- Wall mounted
- Ceiling mounted

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing display signs	1.1	Interpret and extract information from drawings, specifications, 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"><li>drawings, specifications, schedules and manufacturers' information</li></ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing display signs	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 installing display signs.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing display signs			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing display signs, 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 display signs	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• proprietary display signs</li> <li>• manufactured sheet materials, metals, plastics and fabrics</li> <li>• adhesives, sealants, fixings and ancillary items</li> <li>• hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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 and area associated with the method/procedure to install display signs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing display signs	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 and client/customer procedures			
		5.5	State why the disposal of waste should be carried out in relation to the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when installing display signs	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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install display signs to the required specification	7.1	Demonstrate the following work skills when installing display signs: <ul style="list-style-type: none"> <li>measuring, marking out, fitting, finishing, positioning and securing</li> </ul>			
		7.2	Install any two of the following illuminated and/or non-illuminated display signs to given working instructions: <ul style="list-style-type: none"> <li>free standing</li> <li>wall mounted</li> <li>ceiling mounted</li> </ul>			
		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"> <li>prepare and install illuminated and/or non-illuminated free standing wall and ceiling mounted display signs</li> <li>determine the layout of display signs</li> <li>determine the location and accessibility of the display signs</li> <li>establish the displayed product's requirements</li> <li>use hand tools, power tools and equipment</li> </ul>			
		7.4	Safely use and store hand tools, portable power tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing display signs.			
		7.6	Describe how to maintain the tools and equipment used when installing display signs			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 16:

## Installing Graphic Displays in the Workplace

**Unit reference number:** D/600/7227

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### Unit summary

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

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing graphic displays to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- Glass mounted
- Wall mounted
- Free standing

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing graphic displays	1.1	Interpret and extract information from drawings, specifications, 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"> <li>drawings, specifications, schedules and manufacturers' information</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing graphic displays	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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			
3	Maintain safe working practices when installing graphic displays.	3.1	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing graphic displays			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing graphic displays, 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 graphic displays	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• plastic, vinyl, fabric</li> <li>• adhesives, sealants, fixings and ancillary items</li> <li>• hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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 and area associated with the method/procedure to install graphic display			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing graphic displays.	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 and client/customer procedures			
		5.5	State why the disposal of waste should be carried out in relation to the work			
6	Complete the work within the allocated time when installing graphic displays	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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install graphic displays to the required specification	7.1	Demonstrate the following work skills when installing graphic displays: <ul style="list-style-type: none"> <li>measuring, marking out, cutting, fitting, finishing, positioning and securing</li> </ul>			
		7.2	Install any of the following graphic displays to given working instructions: <ul style="list-style-type: none"> <li>glass mounted</li> <li>wall mounted</li> <li>free standing</li> </ul>			
		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"> <li>prepare and apply wall mounted, glass mounted and free standing graphic displays</li> <li>determine the layout of graphic displays</li> <li>determine the location of graphic displays</li> <li>establish the displayed product's requirements</li> <li>use hand tools, power tools and equipment</li> </ul>			
		7.4	Safely use and store hand tools, portable power tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing graphic displays.			
		7.6	Describe how to maintain the tools and equipment used when installing graphic displays			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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# **Unit 17:**

## **Maintaining and Repairing Industrial Storage Systems in the Workplace**

**Unit reference number:** J/600/7237

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining and repairing industrial storage systems in the workplace within the relevant sector of industry.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of maintaining and repairing industrial storage systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two endorsements from group one and one endorsement from group two:

Group 1 (pallet racking):

- Drive in/drive through
- Dynamic storage
- High bay (over 12 metres)

- Mobile
- Mini load
- Cantilever
- Rack clad
- Multi-tier.

Group 2 (industrial shelving systems):

- Carton live
- Single tier
- Multi-tier
- Long span
- Mobile

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## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining and repairing industrial storage systems	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturers' information, risk assessments and method statements			
		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"> <li>drawings, specifications, schedules, manufacturers' information, risk assessments, method statements and regulations governing industrial storage systems</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when maintaining and repairing industrial storage systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, 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</li> </ul>			
		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			
3	Maintain safe working practices when maintaining and repairing industrial storage 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 maintaining and repairing industrial storage systems			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to maintaining and repairing industrial storage 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 maintain and repair industrial storage systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>frames, beams, rails, support and anchoring devices</li> <li>ancillary pallet racking and industrial shelving components</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to maintain and repair industrial storage systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when maintaining and repairing industrial storage systems	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 in relation to the work			
6	Complete the work within the allocated time when maintaining and repairing industrial storage 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to maintain and repair industrial storage systems to the required specification	7.1	Demonstrate the following work skills when maintaining and repairing industrial storage systems: <ul style="list-style-type: none"> <li>measuring, marking out, fitting, finishing, positioning, replacing and securing</li> </ul>			
		7.2	Maintain and repair industrial storage systems to given working instructions for standard adjustable pallet racking (APR) (up to 12 metres) plus two items from group 1 and one item from group 2: Group 1 (pallet racking): <ul style="list-style-type: none"> <li>drive in/drive through</li> <li>dynamic storage</li> <li>high bay (over 12 metres)</li> <li>mobile</li> <li>mini load</li> <li>cantilever</li> <li>rack clad</li> <li>multi-tier.</li> </ul> Group 2 (industrial shelving systems): <ul style="list-style-type: none"> <li>carton live</li> <li>single tier</li> <li>multi-tier</li> <li>long span</li> <li>mobile</li> </ul>			

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"> <li>maintain and repair standard adjustable pallet racking (APR) (up to 12 metres)</li> <li>install drive in and/or drive through and/or live storage and/or high bay (over 12 metres) and/or mobile and/or mini load and/or cantilever and/or rack clad and/or multi-tier pallet racking systems</li> <li>maintain and repair carton live and/or single tier and/or multi-tier and/or long span and/or mobile industrial shelving systems</li> <li>identify faults, report and/or rectify within the limits of your capabilities</li> <li>ensure equipment is functioning correctly</li> <li>use hand tools, power tools and equipment</li> <li>work at height</li> <li>use access equipment</li> </ul>			
		7.4 Safely use and store hand tools, portable power tools, ancillary equipment and materials			
		7.5 State the needs of other occupations and how to communicate within a team when maintaining and repairing industrial storage systems			
		7.6 Describe how to maintain the tools and equipment used when maintaining and repairing industrial storage systems			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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# **Unit 18: Inspecting Industrial Storage Systems in the Workplace**

**Unit reference number: L/600/7241**

**QCF level: 2**

**Credit value: 10**

**Guided learning hours: 33**

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## **Unit summary**

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

## **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of inspecting industrial storage systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one endorsement from group one and one endorsement from group two:

Group 1 (pallet racking):

- Drive in/drive through
- Dynamic storage

- High bay (over 12 metres)
- Mobile
- Mini load
- Cantilever
- Rack clad
- Multi-tier.

Group 2 (industrial shelving systems):

- Carton live
- Single tier
- Multi-tier
- Long span
- Mobile



## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when inspecting industrial storage systems	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturers' information, risk assessments and method statements.			
		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"> <li>drawings, specifications, schedules, manufacturers' information, risk assessments, method statements and regulations governing industrial storage systems</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when inspecting industrial storage systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, 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</li> </ul>			
		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			
3	Maintain safe working practices when inspecting industrial storage 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 industrial storage systems			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to inspecting industrial storage 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 inspect industrial storage systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to inspect industrial storage systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when inspecting industrial storage systems	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 in relation to the work			
6	Complete the work within the allocated time when inspecting industrial storage 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to inspect industrial storage systems to the required specification.	7.1	Demonstrate the following work skills when inspecting industrial storage systems: <ul style="list-style-type: none"> <li>identifying, measuring, recording and reporting</li> </ul>			
		7.2	Prepare for and inspect industrial storage systems to given working instructions for standard adjustable pallet racking (APR) (up to 12 metres) plus one item from group 1 and one item from group 2:  Group 1 (pallet racking) <ul style="list-style-type: none"> <li>drive in/drive through</li> <li>dynamic storage</li> <li>high bay (over 12 metres)</li> <li>mobile</li> <li>mini load</li> <li>cantilever</li> <li>rack clad</li> <li>multi-tier</li> </ul> Group 2 (industrial shelving systems) <ul style="list-style-type: none"> <li>carton live</li> <li>single tier</li> <li>multi-tier</li> <li>long span</li> <li>mobile</li> </ul>			

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"> <li>• inspect standard adjustable pallet racking (APR)</li> <li>• install drive in and drive through, live storage, high bay, mobile, mini load, cantilever, rack clad and multi-tier pallet racking systems</li> <li>• inspect carton live, single tier, multi-tier, long span and mobile industrial shelving systems</li> <li>• ensure that the correct methods of installation have been used</li> <li>• identify defects and discrepancies</li> <li>• identify re-occurrence of damage</li> <li>• establish that correct signage has been used</li> <li>• ensure correct operational use of the storage system</li> <li>• ensure the storage system remains suitable to meet the operational demands</li> <li>• record and report the findings of the inspection</li> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			

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

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:

## Unit 19:

## Welding Door System Components in the Workplace

**Unit reference number:** F/600/8502

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in welding door system components in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of welding door system components to be effective and reliable when confirming a learner's competence.

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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Maintain safe working practices when welding door system components	1.1	Comply with health and safety and other relevant regulations and guidelines			
		1.2	Describe the relevant parts of the Health and Safety at Work Act, Provision and Use of Work Equipment Regulations, Control of Substances Hazardous to Health, Electricity at Work Regulations, Manual Handling, Lift Operations and Lifting Equipment Regulations, the organisation's health and safety policies and procedures for the workplace; use of personal protective equipment; safe handling of sharp and hot materials; requirements for fume extraction and fire precautions and procedures			
		1.3	Assess workplace access and the environmental conditions where the work is to be carried out			
		1.4	Assess environmental conditions relating to the joints to be formed and in position on the door assembly			
		1.5	Safely use the following types of cutting/welding/joining equipment: <ul style="list-style-type: none"> <li>• electric manual metal-arc</li> <li>• oxyacetylene</li> <li>• manual inert gas (mig)</li> </ul>			
		1.6	Identify potential hazards arising from joining operations, in particular fumes, explosions, fire and personal injury through burns			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Follow the relevant joining procedure and job instructions when welding door system components	1.7	Shut down the equipment to a safe condition on completion of joining activities			
		1.8	Deal promptly with excess and waste materials, and temporary attachments, in line with approved and agreed procedures			
		2.1	Check that the joint preparation complies with the specification			
		2.2	Describe the specifications and joining procedures for fusion welding of steel sheet and plate materials by both butt and fillet welds using high temperature techniques			
		2.3	Check that joining and related equipment and consumables are as specified and fit for purpose			
		2.4	State the procedures to be followed when handling sharp edges and hot materials, cutting steel materials to size and shape, joint preparation techniques (e.g. relating to the types of joint, material thickness, gaps, measurement, cleaning); cutting, positioning, tacking and welding; techniques used for cutting materials using oxy-acetylene equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Produce joints of the required quality and dimensional accuracy in accordance with the given specification when welding door system components	3.1	Demonstrate the following joining positions: <ul style="list-style-type: none"> <li>flat, vertical, horizontal and overhead, inclined</li> </ul>			
		3.2	Make the following type and complexity of joint: <ul style="list-style-type: none"> <li>butt (from one side and both sides)</li> <li>fillet</li> </ul>			
		3.3	Join the following materials: <ul style="list-style-type: none"> <li>ferrous metal (sheet and plate) – joints to be formed using steel sheet materials, steel plate rolled and hollow section</li> </ul>			
		3.4	Describe ferrous materials and their joining characteristics when using fusion welding techniques			
		3.5	Make the joints as specified using the appropriate thermal joining technique			
		3.6	Describe the use of manual metal-arc, oxyacetylene and manual inert gas (mig) processes and equipment for welding and cutting			
		3.7	Explain how to set oxyacetylene and manual /gas flow, metal-arc equipment, in particular gas pressures, nozzle sizes, amperage, voltage and selection of weld rods or electrodes, mig wire, mig wire settings and tests			
		3.8	Describe how to visually examine welds: weld contour, undercut and incomplete filling, smoothness of joints where welding is restarted, penetration in butt joints welded from one side only, surface defects			
		3.9	State the types of destructive tests for: butt weld in sheet, fillet weld in sheet, butt weld in plate (without backing welded from one side), butt weld in plate (welded from both sides), butt weld in plate (with backing), fillet weld in plate, butt weld in pipe (without backing), butt weld in pipe (with backing), branch connection (fillet weld)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.10	Meet the quality standard and dimensional accuracy of joints, in relation to the following: <ul style="list-style-type: none"> <li>• fit for purpose</li> <li>• to original design</li> <li>• work is carried out to BS 4872: Part 1 and client requirements</li> </ul>			
4	Deal with problems promptly and effectively in accordance with approved and agreed organisational procedures when welding door system components	4.1	Deal with problems within their control and report those that cannot be solved			
		4.2	State their organisation's reporting lines and procedures			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 20:

# Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace

**Unit reference number:** K/506/4648

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and during accessing operations			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using scissor-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>• safe use and storage of plant or machinery</li> <li>• safe use and storage of tools and equipment</li> <li>• specific risks to health</li> </ul>			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs	5.1	Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fuels</li> <li>• attachments and accessing aids</li> <li>• hand tools, ancillary equipment and accessories</li> </ul>			
		5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and methods of work			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate scissor-type mobile elevating work platforms used for accessing operations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	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
7	Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to access areas to carry out work using scissor-type MEWPs to the required specification	8.1	Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: <ul style="list-style-type: none"> <li>checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down</li> </ul>			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories			
		8.3	Prepare for, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions			
		8.4	Shut down and secure scissor-type MEWPs			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>identify the characteristics of the scissor-type MEWP used for accessing work</li> <li>identify valid certification for maintenance, inspection and thorough examination</li> <li>carry out function checks for accessing operation</li> <li>prepare, set up and adjust for operational requirements</li> <li>carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>identify and remain aware of the area of operation to include potential entrapment situations</li> <li>use fall prevention equipment</li> <li>check to avoid damage to structures and utilities service apparatus</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• position and secure MEWP for accessing operations</li> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• operate, manoeuvre, position, set down and secure</li> <li>• operate and travel on the public highway</li> <li>• shut down and secure the MEWP</li> <li>• use hand tools, ancillary equipment and accessories.</li> </ul>			
		8.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• position and secure MEWP for accessing operations</li> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• operate, manoeuvre, position, set down and secure</li> <li>• operate and travel on the public highway</li> <li>• shut down and secure the MEWP</li> <li>• use hand tools, ancillary equipment and accessories.</li> </ul>			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 21:

# Preparing and Operating Boom-type Mobile Elevating work Platforms (MEWP) - in the Workplace

**Unit reference number:** M/506/4649

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating boom-type mobile elevating work platforms - MEWP in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and using boom-type MEWPs to access areas to carry out the work	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and during accessing operations			
3	Know how to comply with relevant legislation and official guidance when carrying out accessing operations using boom-type MEWPs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out accessing operations using boom-type MEWPs	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using boom-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>• safe use and storage of plant or machinery</li> <li>• safe use and storage of tools and equipment</li> <li>• specific risks to health</li> </ul>			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using boom-type MEWPs	5.1	Request and select resources associated with boom-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories			
		5.2	Request and select resources associated with boom-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories			
		5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and methods of work			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate boom-type mobile elevating work platforms used for accessing operations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	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
7	Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to access areas to carry out work using boom-type MEWPs to the required specification	8.1	Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> <li>checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down</li> </ul>			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories			
		8.3	Prepare for, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions			
		8.4	Shut down and secure boom-type MEWPs			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>identify the characteristics of the boom-type MEWP used for accessing work</li> <li>identify valid certification for maintenance, inspection and thorough examination</li> <li>carry out function checks for accessing operation</li> <li>prepare, set up and adjust for operational requirements</li> <li>carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• check to avoid damage to structures and utilities service apparatus</li> <li>• position and secure MEWP for accessing operations</li> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• operate, manoeuvre, position, set down and secure</li> <li>• operate and travel on the public highway</li> <li>• shut down and secure the MEWP</li> <li>• use hand tools, ancillary equipment and accessories</li> </ul>			
	8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations			
	8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:

## Unit 22:

# Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace

**Unit reference number:** H/506/4650

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and using mast climber-type MEWPs to access areas to carry out the work	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which accessing operations using mast climber-type MEWPs are to be carried out	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and during accessing operations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to comply with relevant legislation and official guidance when carrying out accessing operations using mast climber-type MEWPs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out accessing operations using mast climber-type MEWPs	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using mast climber-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>• safe use and storage of plant or machinery</li> <li>• safe use and storage of tools and equipment</li> <li>• specific risks to health</li> </ul>			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using mast climber-type MEWPs	5.1	Request and select resources associated with mast climber-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fuels</li> <li>• attachments and accessing aids</li> <li>• hand tools, ancillary equipment and accessories</li> </ul>			
		5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and methods of work			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate mast climber-type mobile elevating work platforms used for accessing operations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	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			
7	Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to access areas to carry out work using mast climber-type MEWPs to the required specification	8.1	Demonstrate the following work skills when preparing for and accessing work areas using mast climber-type MEWPs: <ul style="list-style-type: none"> <li>checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down</li> </ul>			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories			
		8.3	Prepare for, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions			
		8.4	Shut down and secure mast climber-type MEWPs			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>identify the characteristics of the mast climber-type MEWP used for accessing work</li> <li>identify valid certification for maintenance, inspection and thorough examination</li> <li>carry out function checks for accessing operation</li> <li>prepare, set up and adjust for operational requirements</li> <li>carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>identify and remain aware of the area of operation to include potential entrapment situations</li> <li>use fall prevention equipment</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• check to avoid damage to structures and utilities service apparatus</li> <li>• position and secure MEWP for accessing operations</li> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• operate, manoeuvre, position, set down and secure</li> <li>• operate and travel on the public highway</li> <li>• shut down and secure the MEWP</li> <li>• use hand tools, ancillary equipment and accessories</li> </ul>			
		8.7 scribe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:

## **Unit 23:**                      **Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace**

**Unit reference number:**    **R/506/3929**

**QCF level:**                      **2**

**Credit value:**                **10**

**Guided learning hours:**    **33**

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in slinging and hand signalling the movement of suspended loads in the workplace within the relevant sector of industry.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation for and the slinging and signalling of loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) 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"> <li>drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and when slinging and signalling of loads			
3	Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and slinging and signalling loads.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following: <ul style="list-style-type: none"> <li>• safe use and storage of tools and equipment</li> <li>• safe use, storage and handling of lifting accessories</li> <li>• safe use of access equipment</li> <li>• specific risks to health</li> </ul>			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	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 activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Select the required quantity and quality of resources to prepare for and when slinging and signalling loads	5.1	Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>lifting accessories</li> <li>signalling and communication equipment</li> <li>hand tools and ancillary equipment</li> </ul>			
		5.3	Describe how the resources should be used correctly, and how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and methods of work			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	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
7	Complete the work within the allocated time when preparing to and slinging and signalling loads	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification	8.1	Demonstrate the following work skills when preparing to and slinging and signalling loads: <ul style="list-style-type: none"> <li>measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying</li> </ul>			
		8.2	Use and maintain lifting accessories, lifting aids and equipment			
		8.3	Inspect and prepare lifting accessories prior to slinging			
		8.4	Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following: <ul style="list-style-type: none"> <li>balanced</li> <li>unbalanced</li> <li>loose</li> <li>bundled</li> <li>container</li> <li>drum</li> <li>a load where the machine operator cannot observe its full movement path</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>8.5 Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following:</p> <ul style="list-style-type: none"> <li>• balanced</li> <li>• unbalanced</li> <li>• loose</li> <li>• bundled</li> <li>• container</li> <li>• drum</li> <li>• a load where the machine operator cannot observe its full movement path</li> </ul>			
		<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>• identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations</li> <li>• confirm the authority, duties and responsibilities allocated</li> <li>• identify characteristics of lifting equipment and lifting accessories</li> <li>• identify and interpret valid certification for maintenance, inspection and thorough examination</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>8.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>• lift and transfer people</li> <li>• sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator</li> <li>• communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailer, radios)</li> <li>• confirm methods of communication</li> <li>• recognise blind-spots, potential crush zones and other limitations to driver visibility</li> <li>• consider the load characteristics including centre of gravity and lifting points to determine the method of slinging</li> <li>• determine and check the route of the load before and during the lift including distances, clearances and landing position</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8.8	<p>Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>• select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids</li> <li>• identify rejection criteria for removing lifting accessories from service</li> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• attach lifting accessories and sling loads securely</li> <li>• ensure balance and stability of loads</li> <li>• attach and use load guidance equipment (tag lines)</li> <li>• guide and place suspended loads by recognised methods of communication and agreed operational procedures</li> <li>• land and position loads safely and securely</li> <li>• remove and store lifting accessories</li> <li>• use hand tools and ancillary equipment</li> </ul>			
8.9	Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads			
8.10	Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

DRAFT

## Unit 24:

## Installing Door, Blind or Shutter Wiring Systems in the Workplace

**Unit reference number:** D/504/9340

**QCF level:** 2

**Credit value:** 12

**Guided learning hours:** 40

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Installing Door, Blind or Shutter Wiring Systems in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing door, blind or shutter wiring systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings and associated with wiring systems for doors, blind and shutters</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing door, blind or shutter wiring systems	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 installing door, blind or shutter wiring systems and describe how and when they are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing door, blind or shutter wiring systems.	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when installing door, blind or shutter wiring systems			
		3.2	Comply with information relating to specific risks to health when installing door, blind or shutter wiring systems.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing door, blind or shutter wiring systems, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 install door, blind or shutter wiring systems	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"> <li>• multi-core and single-core cables</li> <li>• wiring containment fixtures and fittings</li> <li>• electrical motors and starters</li> <li>• switch gear and isolators</li> <li>• low voltage accessories</li> <li>• electrical test equipment</li> <li>• hand tools, power tools, power tools and equipment</li> <li>• operation, safety and maintenance documentation</li> </ul>			
		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 install door, blind or shutter wiring systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing door, blind or shutter wiring 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 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 installing door, blind or shutter wiring 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install door, blind or shutter wiring systems to the required specification	7.1	Demonstrate the following work skills when installing door, blind or shutter wiring systems: <ul style="list-style-type: none"> <li>measuring, marking out, fitting, finishing, adjusting, aligning, positioning and securing</li> </ul>			
		7.2	Prepare for and install door, blind or shutter wiring systems, to the isolation point only, to given working instructions			
		7.3	Safely use and handle hand tools, portable power tools, power tools, ancillary equipment and electrical test equipment			
		7.4	Safely store the materials, tools and equipment used when installing door, blind or shutter wiring 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"> <li>• ensure power supply is isolated and locked off</li> <li>• confirm installation requirements</li> <li>• install wiring systems to doors, blinds and shutters to the isolation point only</li> <li>• comply with current electrical regulations</li> <li>• position fit and fix wiring containment</li> <li>• identify the appropriate power supply</li> <li>• understand earth bonding requirements</li> <li>• understand single, three phase and low voltage motor operation</li> <li>• establish how to reverse motor direction</li> <li>• identify the different methods of electrical testing</li> <li>• commission the completed door, blind and shutter wiring system</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.6 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"> <li>• explain automated control systems</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• test the operation of door, blind and shutter including control systems</li> <li>• inspect, check and test safety devices</li> <li>• use hand tools, portable power tools, power tools and equipment</li> <li>• use electrical test equipment</li> <li>• provide certification to customer, client or their representative</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			
		7.7 Describe the needs of other occupations and how to effectively communicate within a team when installing door, blind or shutter wiring systems.			
		7.8 Describe how to maintain the tools and equipment used when installing door, blind or shutter wiring systems			



Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

DRAFT

## Unit 25:

# Preparing and Operating Rough Terrain masted Forklifts to Lift and Transfer Loads in the Workplace

**Unit reference number:** F/506/4607

**QCF level:** 2

**Credit value:** 18

**Guided learning hours:** 60

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Preparing and operating rough terrain masted forklifts to lift and transfer loads in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of rough terrain masted forklifts to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of rough terrain masted forklifts to lift and transfer load</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which rough terrain masted forklift operations are to be carried out	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and during forklift operations			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads with rough terrain masted forklifts	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out forklift operations with rough terrain masted forklifts.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during forklift operations			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out forklift operations using rough terrain masted forklifts in relation to two or more of the following: <ul style="list-style-type: none"> <li>• safe use and storage of plant or machinery</li> <li>• safe use and storage of tools and equipment</li> <li>• safe use and storage of lifting accessories</li> <li>• specific risks to health</li> </ul>			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to rough terrain masted forklift use, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	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 activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Request and select the required quantity and quality of resources to prepare for and carry out forklift operations using rough terrain masted forklifts	5.1	Request and select resources associated with rough terrain masted forklifts in relation to consumables, materials, tools, ancillary equipment and/or accessories			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fuels</li> <li>• attachments and lifting accessories</li> <li>• hand tools, ancillary equipment and accessories</li> </ul>			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and method of work			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out forklift operations with rough terrain masted forklifts			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	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
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using rough terrain masted forklifts to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using rough terrain masted forklifts: <ul style="list-style-type: none"> <li>checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul>			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories			
		8.3	Prepare and operate rough terrain masted forklifts to lift, transfer and place a variety of loads to given working instructions			
		8.4	Shut down and secure rough terrain masted forklifts			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>identify the characteristics of the machine for the forklift operation</li> <li>identify valid certification for maintenance, inspection and thorough examination</li> <li>lift and transfer people</li> <li>carry out function checks for lifting and transferring loads</li> <li>prepare, set up and reconfigure for various loads and locations</li> <li>carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• secure and balance loads for lifting</li> <li>• lift, remove and transfer loads</li> <li>• position, place and set down loads</li> <li>• confirm load stability, security and release</li> <li>• attach and remove guide ropes and aids</li> <li>• be on the public highway</li> <li>• shut down and secure the rough terrain masted forklift</li> <li>• use hand tools and ancillary equipment</li> <li>• use, handle and store lifting accessories</li> </ul>			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

DRAFT

## Unit 26:

# Preparing and Operating Industrial Forklift Trucks to Lift and Transfer Loads in the Workplace

**Unit reference number:** J/506/4608

**QCF level:** 2

**Credit value:** 16

**Guided learning hours:** 53

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Preparing and operating industrial forklift trucks to lift and transfer loads in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of industrial forklift trucks to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of industrial forklift trucks to lift and transfer loads</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which industrial forklift truck operations are to be carried out.	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and during forklift operations			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads with industrial forklift trucks	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out forklift operations with industrial forklift trucks	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during industrial forklift truck operations			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out forklift operations using industrial forklift trucks in relation to two or more of the following: <ul style="list-style-type: none"> <li>• safe use and storage of plant or machinery</li> <li>• safe use and storage of tools and equipment</li> <li>• safe use and storage of lifting accessories</li> <li>• specific risks to health</li> </ul>			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to industrial forklift truck use, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• – local exhaust ventilation (LEV)</li> </ul>			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	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 activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with industrial forklift trucks.	5.1	Request and select resources associated with industrial forklift trucks in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fuels</li> <li>• attachments and lifting accessories</li> <li>• hand tools, ancillary equipment and accessories</li> </ul>			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and method of work			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to lift and transfer loads with industrial forklift trucks			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	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			
7	Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using industrial forklift trucks to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads with industrial forklift trucks: <ul style="list-style-type: none"> <li>checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul>			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories			
		8.3	Prepare and operate industrial forklift trucks to lift, transfer and place a variety of loads to given working instructions			
		8.4	Shut down and secure industrial forklift trucks			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>identify the characteristics of the machine for the forklift operation</li> <li>identify valid certification for maintenance, inspection and thorough examination</li> <li>lift and transfer people</li> <li>carry out function checks for lifting and transferring loads</li> <li>prepare, set up and reconfigure for various loads and locations</li> <li>carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• secure and balance loads for lifting</li> <li>• lift, remove and transfer loads</li> <li>• position, place and set down loads</li> <li>• confirm load stability, security and release</li> <li>• attach and remove guide ropes and aids</li> <li>• be on the public highway</li> <li>• shut down and secure the industrial forklift truck</li> <li>• use hand tools and ancillary equipment</li> <li>• use, handle and store lifting accessories</li> </ul>			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

DRAFT

## Unit 27:

# Preparing and Operating Sideloader Forklifts to Lift and Transfer Loads in the Workplace

**Unit reference number:** L/506/4609

**QCF level:** 2

**Credit value:** 16

**Guided learning hours:** 53

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating sideloader forklifts to lift and transfer in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of sideloader forklifts to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of sideloader forklifts to lift and transfer load</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which sideloader forklift operations are to be carried out	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and during forklift operations			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads with sideloader forklifts.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out forklift operations with sideloader types	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during forklift operations			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out forklift operations with sideloader types in relation to two or more of the following: <ul style="list-style-type: none"> <li>• safe use and storage of plant or machinery</li> <li>• safe use and storage of tools and equipment</li> <li>• safe use and storage of lifting accessories</li> <li>• specific risks to health</li> </ul>			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to sideloader forklift use, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		4.5	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 activities			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with sideloader types	5.1	Request and select resources associated with sideloader forklifts in relation to consumables, materials, tools, ancillary equipment and/or accessories			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fuels</li> <li>• attachments and lifting accessories</li> <li>• hand tools, ancillary equipment and accessories</li> </ul>			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and method of work			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out forklift operations with sideloader types			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using sideloader forklifts to the required specification.	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using sideloader forklifts: <ul style="list-style-type: none"> <li>checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul>			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories			
		8.3	Prepare and operate sideloader forklifts to lift, transfer and place a variety of loads to given working instructions			
		8.4	Shut down and secure sideloader forklifts			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>identify the characteristics of the machine for the forklift operation</li> <li>identify valid certification for maintenance, inspection and thorough examination</li> <li>lift and transfer people</li> <li>carry out function checks for lifting and transferring loads</li> <li>prepare, set up and reconfigure for various loads and locations</li> <li>carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• secure and balance loads for lifting</li> <li>• lift, remove and transfer loads</li> <li>• position, place and set down loads</li> <li>• confirm load stability, security and release</li> <li>• attach and remove guide ropes and aids</li> <li>• be on the public highway</li> <li>• shut down and secure the sideloader forklift</li> <li>• use hand tools and ancillary equipment</li> <li>• use, handle and store lifting accessories</li> </ul>			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 28:

# Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace

**Unit reference number:** F/506/4610

**QCF level:** 2

**Credit value:** 25

**Guided learning hours:** 83

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating telescopic handlers to lift and transfer loads in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of telescopic handlers to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of telescopic handlers to lift and transfer loads</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using telescopic handlers are to be carried out	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and during telescopic handler operations			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using telescopic handlers	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using telescopic handlers	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out telescopic handler operations in relation to two or more of the following: <ul style="list-style-type: none"> <li>• safe use and storage of plant or machinery</li> <li>• safe use and storage of tools and equipment</li> <li>• safe use and storage of lifting accessories</li> <li>• specific risks to health</li> </ul>			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to telescopic handler use, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	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 activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Request and select the required quantity and quality of resources to prepare for and carry out telescopic handler operation	5.1	Request and select resources associated with telescopic handlers in relation to consumables, materials, tools, ancillary equipment and/or accessories			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fuels</li> <li>• attachments and lifting accessories</li> <li>• hand tools, ancillary equipment and accessories</li> </ul>			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and method of work			
		5.6	Describe how to identify weight, pressure, quantity, length and area associated with the method/procedures to lift and transfer loads using telescopic handlers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	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			
7	Complete the work within the allocated time when preparing to and lifting and transferring loads.	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using telescopic handlers to the required specification.	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using telescopic handlers: checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories			
		8.3	Prepare, set up and operate telescopic handlers to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure telescopic handlers			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• identify the characteristics of the telescopic handler for the lifting and transferring operation</li> <li>• identify valid certification for maintenance, inspection and thorough examination</li> <li>• lift and transfer people</li> <li>• carry out function checks for lifting and transferring loads</li> <li>• prepare, set up and reconfigure for various loads and locations</li> <li>• carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>• identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• secure and balance loads for lifting</li> <li>• lift, remove and transfer loads</li> <li>• position, place and set down loads</li> <li>• confirm load stability, security and release</li> <li>• attach and remove guide ropes and aids</li> <li>• be on the public highway</li> <li>• shut down and secure the telescopic handler</li> <li>• use hand tools and ancillary equipment</li> <li>• use, handle and store lifting accessories</li> </ul>			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

DRAFT

## Unit 29:

# Preparing and Operating Lorry Loaders or Knuckle Booms to Lift and Transfer Loads in the Workplace

**Unit reference number:** R/506/4613

**QCF level:** 2

**Credit value:** 30

**Guided learning hours:** 100

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating lorry loaders or knuckle booms to lift and transfer loads in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of lorry loaders/knuckle booms to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of lorry loaders/knuckle boom to lift and transfer loads</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Organise with others the sequence and operation in which lifting operations using lorry loaders/knuckle booms are to be carried out	2.1	Organise the work according to given information or instructions			
		2.2	Describe how to communicate ideas between team members			
		2.3	Organise and communicate with team members and other associated occupations			
		2.4	Describe how to organise resources prior to and during lifting operations with lorry loaders/knuckle boom			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using lorry loaders/knuckle booms	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		3.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain safe and healthy working practices when preparing for and carrying out lifting operations using lorry loaders/knuckle booms	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during lifting operations			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using lorry loaders/knuckle booms in relation to two or more of the following: <ul style="list-style-type: none"> <li>• safe use and storage of plant or machinery</li> <li>• safe use and storage of tools and equipment</li> <li>• safe use and storage of lifting accessories</li> <li>• specific risks to health</li> </ul>			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to lorry loader/knuckle boom use, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		4.5	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 activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using lorry loaders/knuckle booms	5.1	Request and select resources associated with lorry loaders/knuckle booms in relation to consumables, materials, tools, ancillary equipment and/or accessories			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fuels</li> <li>• attachments and lifting accessories</li> <li>• hand tools, ancillary equipment and accessories</li> </ul>			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		5.5	Describe any potential hazards associated with the resources and method of work			
		5.6	Describe how to identify weight, bearing, pressure, quantity, length and area associated with the method/procedures to carry out lifting operations with lorry loaders/knuckle booms			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		6.2	Prevent damage and maintain a clean work space			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		6.5	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
7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Comply with the given contract information to lift, transfer and place loads using lorry loaders/knuckle booms to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using lorry loaders/knuckle booms: <ul style="list-style-type: none"> <li>checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down</li> </ul>			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories			
		8.3	Prepare, set up and operate lorry loaders/knuckle booms to lift, transfer and place a variety of loads to given working instructions			
		8.4	Shut down and secure lorry loaders/knuckle booms			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>identify the characteristics of the lorry loader/knuckle boom for the lifting and transferring operation</li> <li>identify valid certification for maintenance, inspection and thorough examination</li> <li>lift and transfer people</li> <li>carry out function checks for lifting and transferring loads</li> <li>prepare, set up and reconfigure for various loads and locations</li> <li>carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>identify characteristics, type, weight and position of loads for lifting and transferring</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>• secure and balance loads for lifting</li> <li>• lift, remove and transfer loads</li> <li>• position, place and set down loads</li> <li>• confirm load stability, security and release</li> <li>• attach and remove guide ropes and aids</li> <li>• be on the public highway</li> <li>• shut down and secure the lorry loader/knuckle boom</li> <li>• use hand tools and ancillary equipment</li> <li>• use, handle and store lifting accessories</li> </ul>			
		8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads			
		8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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# **Unit 30: Preparing and Operating Powered Units, Tools or Pedestrian Plant, Machinery or Equipment in the Workplace**

**Unit reference number:** F/506/4672

**QCF level:** 2

**Credit value:** 7

**Guided learning hours:** 23

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## **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace within the relevant sector of industry.

## **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the endorsements detailed within the relevant Rule of Combination (RoC). Please refer to the RoC applicable to the qualification/occupational area in which the candidate is being assessed.

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of powered units, tools or pedestrian plant, machinery or equipment	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, operating instructions 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"> <li>drawings, specifications, schedules, method statements, risk assessments, legislation, Codes of Practice, manufacturers' information and operating instructions</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance to prepare and use powered units, tools or pedestrian plant, machinery or equipment	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>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</li> </ul>			
		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 preparing for and using powered units, tools or pedestrian plant, machinery or equipment	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when using powered units, tools or pedestrian plant, machinery or equipment			
		3.2	Demonstrate compliance with given information and relevant legislation when using powered units, tools or pedestrian plant, machinery or equipment in relation to two or more of the following: <ul style="list-style-type: none"> <li>• safe use of access equipment</li> <li>• safe handling of materials</li> <li>• safe use and storage of materials, tools and equipment</li> <li>• specific risks to health</li> </ul>			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to powered units, tools or pedestrian plant, machinery or equipment use, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources to prepare for and sustain powered units, tools or pedestrian plant, machinery or equipment	4.1	Select resources associated with the type of work in relation to fuel/power source, lubricants and consumables			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>• power source/fuels</li> <li>• consumables, lubricants</li> </ul>			
		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 identify quantity, length, area and wastage associated with the method/procedures to operate powered units, tools or pedestrian plant, machinery or equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when preparing to and using powered units, tools or pedestrian plant, machinery or equipment	5.1	Protect the work and its surrounding area from damage. in accordance with safe working practices and organisational procedures			
		5.2	Prevent 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 preparing to and using powered units, tools or pedestrian plant, machinery or equipment	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to operate powered units, tools or pedestrian plant, machinery or equipment to the required specification.	7.1	Demonstrate the following work skills when using powered units, tools or pedestrian plant, machinery or equipment: <ul style="list-style-type: none"> <li>starting, stopping, replenishing, controlling and cleaning</li> </ul>			
		7.2	Use and maintain powered units, tools and ancillary equipment			
		7.3	Operate and monitor powered units and tools or pedestrian plant, machinery or associated equipment to given working instructions relating to: <ul style="list-style-type: none"> <li>continual running</li> <li>closing down</li> <li>cleaning</li> </ul>			
		7.4	Return powered unit, tools or pedestrian plant, machinery or equipment to a safe operational condition on completion of work			
		7.5	Disassemble and/or clean powered unit, tools or pedestrian plant, machinery or equipment.			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• prepare, position and set up for work</li> <li>• secure accessories and tool attachments</li> <li>• carry out pre-use and function checks to manufacturers' and suppliers' information/ and procedures</li> <li>• complete pre-start and post stop checks</li> <li>• recognise the characteristics of the plant, machinery and equipment</li> <li>• identify specific operating and safety requirements for the task and work</li> <li>• recognise and determine when specific skills and knowledge are required and report accordingly</li> </ul>			
		7.7 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>• operate, use and control</li> <li>• monitor and maintain</li> <li>• replenish consumables</li> <li>• close down and secure</li> <li>• disassemble and clean</li> <li>• use access equipment</li> <li>• transport and store</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.8	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and using powered units, tools or pedestrian plant, machinery or equipment			
		7.9	Describe how to maintain the hand tools, portable power tools, powered units, pedestrian plant, machinery and ancillary equipment used for the work			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

## Unit 31:

## Installing Suspended Ceiling Systems in the Workplace

**Unit reference number:** K/600/7022

**QCF level:** 2

**Credit value:** 8

**Guided learning hours:** 27

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Installing Suspended Ceiling Systems in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing suspended ceiling systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing suspended ceiling systems	1.1	Interpret and extract information from drawings, specifications, 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"> <li>drawings, specifications, schedules and manufacturers' information</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing suspended ceiling systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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			
3	Maintain safe working practices when installing suspended ceiling 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 suspended ceiling systems			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing suspended ceiling 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 suspended ceiling systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• tiles, grid components, hangers, battens, braces, light fittings, grilles, insulation, panels, sealants, fixings, fittings</li> <li>• hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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 and area associated with the method/procedure to install suspended ceiling systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing suspended ceiling systems.	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 in relation to the work			
6	Complete the work within the allocated time when installing suspended ceiling 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install suspended ceiling systems to the required specification	7.1	Demonstrate the following work skills when installing suspended ceiling systems: <ul style="list-style-type: none"> <li>measuring, marking out, fitting, finishing, positioning and securing</li> </ul>			
		7.2	Install at least one of the following suspended ceiling systems to contractor's working instructions: <ul style="list-style-type: none"> <li>standard and proprietary suspended ceilings, including repairs</li> </ul> AND/OR <ul style="list-style-type: none"> <li>specialist proprietary suspended ceilings for ambient temperature controlled and/or passive fire controlled areas</li> </ul>			



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"> <li>• install and repair exposed grid, linear and open cell, metal furring/pan grid proprietary suspended ceilings</li> <li>• install light fittings and grilles to proprietary suspended ceilings</li> <li>• install fire, smoke, sound and thermal cavity barriers</li> <li>• use hand tools, power tools and equipment</li> <li>• use access equipment</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• install, clean and check stability of ambient/temperature controlled suspended ceilings</li> <li>• confirm seal of panel joints</li> <li>• use hand tools, power tools and equipment</li> <li>• use access equipment</li> </ul>			
		7.4 Safely use and store hand tools, portable power tools and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when installing suspended ceiling systems			
		7.6 Describe how to maintain the tools and equipment used when installing suspended ceiling systems			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

DRAFT

## Unit 32:

## Installing Insulated Enclosure Floors in the Workplace

**Unit reference number:** Y/600/7209

**QCF level:** 2

**Credit value:** 11

**Guided learning hours:** 37

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing insulated enclosure floors in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing insulated enclosure floors to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated, except for assessment criteria 3.4.

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing insulated enclosure floors	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturers' information and building regulations			
		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"> <li>drawings, specifications, schedules, manufacturers' information and regulations governing temperature controlled enclosures</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing insulated enclosure floors	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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			
		2.4	State the types of fire extinguishers available when installing insulated enclosure floors and describe how and when they are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when installing insulated enclosure floors	3.1	Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing insulated enclosure floors			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing insulated enclosure floors, 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	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing insulated enclosure floors as relevant to the operations			

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 insulated enclosure floors	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>insulate materials</li> <li>heater mats with cabling</li> <li>sealants for vapour barriers</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to install insulated enclosure floors			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing insulated enclosure floors	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 in relation to the work			
6	Complete the work within the allocated time when installing insulated enclosure floors	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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install insulated enclosure floors to the required specification	7.1	Demonstrate the following work skills when installing insulated enclosure floors: <ul style="list-style-type: none"> <li>measuring, cutting, positioning, laying and securing</li> </ul>			
		7.2	Install floor insulation, thermal and vapour barriers of a temperature controlled storage enclosure, to contractor's working instructions, to include : <ul style="list-style-type: none"> <li>layers of insulate</li> <li>vapour barriers</li> <li>thermal barriers (modular heater mats)</li> </ul>			
		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"> <li>set out and prepare the area for installation of floor insulation, thermal and vapour barriers</li> <li>position the layers of insulate required</li> <li>position thermal barriers using heater mats with their respective cable connections</li> <li>apply vapour barriers to requirements</li> <li>check floor insulation, thermal and vapour barriers are intact, undamaged and secure before laying of wearing slabs and application of slip membranes</li> <li>use hand tools, power tools and equipment</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store hand tools, portable power tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing insulated enclosure floors			
		7.6	Describe how to maintain the tools and equipment used when installing insulated enclosure floors			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:

## Unit 33:

## Installing Insulated Cladding Walls in the Workplace

**Unit reference number:** Y/600/7212

**QCF level:** 2

**Credit value:** 15

**Guided learning hours:** 50

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing insulated cladding walls in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing insulated cladding walls to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criteria 3.4.

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing insulated cladding walls	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturers' information and building regulations			
		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"> <li>drawings, specifications, schedules, manufacturers' information and regulations governing temperature controlled enclosures</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing insulated cladding walls.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, at height, below ground level, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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			
		2.4	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 installing insulated cladding walls	3.1	Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing insulated cladding walls			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing insulated cladding walls, 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	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing insulated cladding walls as relevant to the operations			

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 insulated cladding walls	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>sandwich panels/cladding</li> <li>fixtures, fittings and sealants</li> <li>access equipment and mechanical lifting aids</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to install insulated cladding walls			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing insulated cladding walls	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 in relation to the work			
6	Complete the work within the allocated time when installing insulated cladding walls	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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install insulated cladding walls to the required specification	7.1	Demonstrate the following work skills when installing insulated cladding walls: <ul style="list-style-type: none"> <li>measuring, cutting, assembling, positioning, fitting, fixing, securing, finishing and sealing</li> </ul>			
		7.2	Install the framework and the insulation sandwich panels/cladding for the walls of an ambient/temperature controlled area to contractor's working instructions			
		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"> <li>set out and prepare the area and support requirements for the installation of the wall panels/cladding</li> <li>select and prepare the sandwich panels/cladding and framework</li> <li>use recommended techniques with access equipment and mechanical lifting aids</li> <li>position and secure the sandwich panels/cladding according to the type and recommended method of fixture</li> <li>check cleanliness, finish and stability of the wall panelling/cladding</li> <li>seal joints</li> <li>use hand tools, power tools and equipment</li> <li>use access equipment</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store hand tools, portable power tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing insulated cladding walls			
		7.6	Describe how to maintain the tools and equipment used when installing insulated cladding walls			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:

# **Unit 34:**

## **Installing Insulated Enclosures in the Workplace**

**Unit reference number:** R/600/7208

**QCF level:** 2

**Credit value:** 13

**Guided learning hours:** 43

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### **Unit summary**

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

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing insulated enclosures to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criteria 3.4.

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing insulated enclosures	1.1	Interpret and extract information from drawings, specifications, 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"><li>drawings, specifications, schedules, manufacturers' information and regulations governing ambient/temperature controlled storage enclosures</li></ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing insulated enclosures	2.1	Know how to comply with relevant legislation and official guidance when installing insulated enclosures			
		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			
		2.4	State the types of fire extinguishers available when installing insulated enclosures and describe how and when they are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when installing insulated enclosures	3.1	Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing insulated enclosures			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing insulated enclosures, 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	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing insulated enclosures as relevant to the operations			

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 insulated enclosures	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>sandwich panels</li> <li>fixtures, fittings and sealants</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to install insulated enclosures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing insulated enclosures	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 in relation to the work			
6	Complete the work within the allocated time when installing insulated enclosures	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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install insulated enclosures to the required specification.	7.1	Demonstrate the following work skills when installing insulated enclosures: <ul style="list-style-type: none"> <li>measuring, cutting, assembling, positioning, constructing, fitting, fixing, finishing, securing, finishing and sealing</li> </ul>			
		7.2	Install/construct ambient/temperature controlled complete enclosures, to contractor's working instructions, using sandwich panels to form the walls and roofs			
		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"> <li>set out and prepare the area for the installation/construction of the enclosure</li> <li>prepare the sandwich panels</li> <li>confirm any requirements for ceiling support work or firewall</li> <li>position, fit and secure the sandwich panels to form walls and roof of the enclosure</li> <li>check access openings and stability of the enclosure</li> <li>confirm floor work of the enclosure is completed</li> <li>seal panel joints and floor joints</li> <li>use hand tools, power tools and equipment</li> <li>use access equipment</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.4	Safely use and store hand tools, portable power tools and ancillary equipment			
		7.5	State the needs of other occupations and how to communicate within a team when installing insulated enclosures			
		7.6	Describe how to maintain the tools and equipment used when installing insulated enclosures.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:

## Unit 35:

## Installing Industrial Pallet Racking Systems in the Workplace

**Unit reference number:** H/600/7231

**QCF level:** 2

**Credit value:** 16

**Guided learning hours:** 53

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### Unit summary

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

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing industrial pallet racking systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two of the following endorsements:

- Drive in/drive through
- Dynamic storage
- High bay (over 12 metres)
- Mobile

- Mini load
- Cantilever
- Rack clad
- Multi-tier

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## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing industrial pallet racking systems	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturers' information, risk assessments and method statements			
		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"> <li>drawings, specifications, schedules, manufacturers' information, risk assessments, method statements and regulations governing industrial racking installation</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing industrial pallet racking systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, 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</li> </ul>			
		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			
3	Maintain safe working practices when installing industrial pallet racking 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 industrial pallet racking systems			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing industrial pallet racking 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 industrial pallet racking systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>frames, beams, rails, support and anchoring devices</li> <li>ancillary pallet racking components</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to install industrial pallet racking systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing industrial pallet racking systems	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 in relation to the work			
6	Complete the work within the allocated time when installing industrial pallet racking 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install industrial pallet racking systems to the required specification	7.1	Demonstrate the following work skills when installing industrial pallet racking systems: <ul style="list-style-type: none"> <li>measuring, marking out, fitting, finishing, positioning, securing and checking</li> </ul>			
		7.2	Prepare and install industrial pallet racking systems to given working instructions for standard adjustable pallet racking (APR) (up to 12 metres) plus at least two of the following: <ul style="list-style-type: none"> <li>drive in/drive through</li> <li>dynamic storage</li> <li>high bay (over 12 metres)</li> <li>mobile</li> <li>mini load</li> <li>cantilever</li> <li>rack clad</li> <li>multi-tier</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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"> <li>• install standard adjustable pallet racking (APR) (up to 12 metres)</li> <li>• install drive in and/or drive through and/or live storage and/or high bay (over 12 metres) and/or mobile and/or mini load and/or cantilever and/or rack clad and/or multi-tier industrial pallet racking systems</li> <li>• dismantle and remove industrial pallet racking systems</li> <li>• stack and band pallet racking systems</li> <li>• transport and store materials</li> <li>• use hand tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			
		7.4 Safely use and store hand tools, portable power tools, ancillary equipment and materials.			
		7.5 State the needs of other occupations and how to communicate within a team when installing industrial pallet racking systems			
		7.6 Describe how to maintain the tools and equipment used when installing industrial pallet racking systems			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 36:

# Installing Industrial Shelving Systems in the Workplace

**Unit reference number:** M/600/7233

**QCF level:** 2

**Credit value:** 16

**Guided learning hours:** 53

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### Unit summary

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

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of installing industrial shelving systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two of the following endorsements:

- Carton live
- Single tier
- Multi-tier
- Long span

- Mobile.

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## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing industrial shelving systems	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturers' information, risk assessments and method statements			
		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"> <li>drawings, specifications, schedules, manufacturers' information, risk assessments, method statements and regulations governing industrial shelving installation</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing industrial shelving systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>in the workplace, 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</li> </ul>			
		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 installing industrial shelving system	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 industrial shelving systems			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to installing industrial shelving 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 industrial shelving systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>frames, beams, rails, support and anchoring devices</li> <li>ancillary industrial shelving components</li> <li>hand and/or powered tools and equipment</li> </ul>			
		4.2	Select resources associated with own work in relation to materials, 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, area and wastage associated with the method/procedure to install industrial shelving systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing industrial shelving systems	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 in relation to the work			
6	Complete the work within the allocated time when installing industrial shelving 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install industrial shelving systems to the required specification	7.1	Demonstrate the following work skills when installing industrial shelving systems: <ul style="list-style-type: none"> <li>measuring, marking out, fitting, finishing, positioning, securing and checking</li> </ul>			
		7.2	Prepare and install at least two of the following industrial shelving systems to given working instructions: <ul style="list-style-type: none"> <li>carton live</li> <li>single tier</li> <li>multi-tier</li> <li>long span</li> <li>mobile</li> </ul>			
		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"> <li>install carton live and/or single tier and/or multi-tier and/or long span and/or mobile industrial shelving systems</li> <li>dismantle and remove industrial shelving systems</li> <li>stack and band industrial shelving systems</li> <li>transport and store materials</li> <li>use hand tools, power tools and equipment</li> <li>work at height</li> <li>use access equipment.</li> </ul>			

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

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:

## **Unit 37:                                      Using Manual Metal Arc Welding Equipment**

**Unit reference number:    J/504/6366**

**QCF level:                                    1**

**Credit value:                                10**

**Guided learning hours:    63**

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in using manual metal arc welding equipment in the workplace within the relevant sector of industry.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment and must be assessed in accordance with the 'Common Requirements for National Vocational Qualifications (NVQ) in the QCF' which can be downloaded from Semta's website or requested via [customerservices@semta.org.uk](mailto:customerservices@semta.org.uk)

Additional assessment requirements have been published by Semta. These additional assessment requirements are set down in Semta's PEO NVQ QCF unit assessment strategy which can be downloaded from Semta's website or requested via [customerservices@semta.org.uk](mailto:customerservices@semta.org.uk)

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Use manual metal arc welding equipment	1.1	Work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines			
		1.2	Prepare for the manual metal arc welding process, to include carrying out all of the following: <ul style="list-style-type: none"> <li>• adhere to procedures or systems in place for risk assessment, COSHH, personal protective equipment (PPE) and other relevant safety regulations</li> <li>• check the condition and security of welding leads, earthing arrangements and electrode holder</li> <li>• set and adjust the welding conditions/parameters, in accordance with job instructions and the welding procedure specification (where appropriate)</li> <li>• prepare the work area for the welding activities (such as positioning welding screens and fume extraction)</li> <li>• prepare the materials and joint in readiness for welding (such as cleaning of joint faces, grinding weld preparations, setting up the joint, supporting the joint)</li> </ul>			
		1.3	Obtain and prepare the appropriate manual metal arc welding equipment and welding consumables			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Use manual metal-arc welding and related equipment, to include either of the following: <ul style="list-style-type: none"> <li>• alternating current (AC) equipment</li> <li>• direct current (DC) equipment</li> </ul>			
		1.5 Use one type of electrode from the following: <ul style="list-style-type: none"> <li>• rutile</li> <li>• basic</li> <li>• cellulosic</li> <li>• other suitable electrodes</li> </ul>			
		1.6 Prepare and support the joint, using the appropriate methods			
		1.7 Tack weld the joint at appropriate intervals, and check the joint for accuracy before final welding			
		1.8 Weld the joint to the required quality, dimensions and profile specified			
		1.9 Produce two of the following welded joints of at least 100mm long, using single or multi-run welds (as appropriate), with at least one stop and start included: <ul style="list-style-type: none"> <li>• fillet lap joints</li> <li>• Tee fillet joints</li> <li>• corner joints</li> <li>• butt joints</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.10 Produce joints in one of the following types of material: <ul style="list-style-type: none"> <li>• carbon steel</li> <li>• stainless steel</li> </ul>			
		1.11 Produce joints in one of the following forms of material: <ul style="list-style-type: none"> <li>• plate</li> <li>• section</li> <li>• pipe/tube</li> <li>• other forms</li> </ul>			
		1.12 Weld joints, in good access situations, in one of the following BS EN ISO 6947 positions: <ul style="list-style-type: none"> <li>• Flat (PA)</li> <li>• Horizontal vertical (PB)</li> <li>• Horizontal (PC)</li> <li>• Vertical upwards (PF)</li> <li>• Vertical downwards (PG)</li> </ul>			
		1.13 Check that the welded joint conforms to the specification, by checking all of the following: <ul style="list-style-type: none"> <li>• dimensional accuracy</li> <li>• alignment/squareness</li> <li>• size and profile of weld</li> <li>• number of runs</li> </ul>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.14 Produce welded joints which meet all of the following: (with reference to BS 4872 Part 1 Weld test requirements) <ul style="list-style-type: none"> <li>welds meet the required dimensional accuracy</li> <li>fillet welds are equal in leg length and slightly convex in profile, with the size of the fillet equivalent to the thickness of the material welded</li> <li>the welds are adequately fused, and there is minimal undercut, overlap and surface inclusions</li> <li>joins at stop/start positions merge smoothly, with no pronounced hump or crater in the weld surface</li> <li>tack welds are blended in to form part of the finished weld, without excessive hump</li> <li>the weld surface is free from cracks and substantially free from porosity, shrinkage cavities and trapped slag</li> <li>the weld surface and adjacent parent metal is substantially free from arcing or chipping marks</li> </ul>			
		1.15 Report any difficulties or problems that may arise with the welding activities, and carry out any agreed actions			
		1.16 Shut down the equipment to a safe condition on conclusion of the welding activities			
		1.17 Leave the work area in a safe and tidy condition on completion of the welding activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to use manual metal arc welding equipment	2.1	State the safe working practices and procedures that need to be followed when using MMA welding equipment (such as general workshop safety; appropriate personal protective equipment; fire prevention; protecting other workers from the effects of the welding arc; safety in enclosed/confined spaces; fume extraction/control)			
		2.2	State the hazards associated with MMA welding (such as live electrical components; poor earthing; the electric arc; fumes and gases; spatter; hot slag and metal; grinding and mechanical metal/slag removal; elevated working; welding in enclosed spaces; slips, trips and falls), and how they can be minimised			
		2.3	State the personal protective equipment (PPE) to be worn for the welding activities (such as correctly fitting overalls; leather aprons, welding gloves/gauntlets; safety boots; head/eye shield with correct shade of filter)			
		2.4	State the major parts of the welding equipment, and their function (including AC and DC power sources and power ranges)			
		2.5	Describe types of electrodes used, and the correct control, storage and drying of electrodes			
		2.6	State the types of welded joint to be produced (such as lap joints, corner joints, tee joints, butt welds, single and multi-run welds)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.7	Describe terminology used for the appropriate welding positions			
		2.8	Describe how to use and extract information from engineering drawings and related specifications (to include symbols and conventions to appropriate BS or ISO standards) in relation to work undertaken			
		2.9	Describe how to prepare the materials in readiness for the welding activity (such as ensuring that the material is free from excessive surface contamination (such as rust, scale, paint, oil/grease and moisture); ensuring that edges to be welded are correctly prepared (such as made flat, square or bevelled))			
		2.10	Describe how to set up and restrain the joint, and the tools and techniques that are used (such as the use of jigs and fixtures, restraining devices (such as clamps and weights/blocks); setting up the joint in the correct position and alignment)			
		2.11	Describe tack welding size and spacing in relationship to material thickness			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.12 State the techniques of operating the welding equipment to produce a range of joints in the various joint positions (such as striking and initiating the arc; fine adjustment of parameters; correct manipulation and welding speed of electrode; blending in stops/starts and tack welds)			
		2.13 Describe how to close down the welding equipment safely and correctly			
		2.14 Describe problems that can occur with the welding activities (such as causes of distortion and methods of control, effects of welding on materials and sources of weld defects), and how these can be overcome			
		2.15 Describe how to check the welded joints for uniformity, alignment, position and weld size and profile			
		2.16 Describe when to act on their own initiative and when to seek help and advice from others			
		2.17 State the importance of leaving the work area in a safe and clean condition on completion of welding activities (such as isolation of electrical supplies, safely storing equipment and consumables, removing and disposing of waste)			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 38:

## Using Semi-automatic MIG or MAG welding Equipment

**Unit reference number:** Y/504/6369

**QCF level:** 1

**Credit value:** 10

**Guided learning hours:** 63

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Using semi-automatic MIG or MAG welding equipment in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment and must be assessed in accordance with the 'Common Requirements for National Vocational Qualifications (NVQ) in the QCF' which can be downloaded from Semta's website or requested via [customerservices@semta.org.uk](mailto:customerservices@semta.org.uk)

Additional assessment requirements have been published by Semta. These additional assessment requirements are set down in Semta's PEO NVQ QCF unit assessment strategy which can be downloaded from Semta's website or requested via [customerservices@semta.org.uk](mailto:customerservices@semta.org.uk)

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	Use manual metal arc welding equipment	1.1	Work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines			
		1.2	Prepare for the MIG, MAG or flux cored-wire welding process, to include carrying out all of the following: <ul style="list-style-type: none"> <li>• adhere to procedures or systems in place for risk assessment, COSHH, personal protective equipment (PPE) and other relevant safety regulations</li> <li>• check the condition and security of welding leads/cables, hoses, shielding gas supply and wire feed mechanisms</li> <li>• set and adjust the welding conditions/parameters, in accordance with the welding procedure specification</li> <li>• prepare the work area for the welding activities (such as positioning welding screens and fume extraction)</li> <li>• prepare the materials and joint in readiness for welding (such as cleaning of joint faces, grinding weld preparations, setting up the joint, supporting the joint)</li> </ul>			
		1.3	Obtain and prepare the appropriate welding equipment and welding consumables			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 Use manual/semi-automatic welding and related equipment, to include one of the following: <ul style="list-style-type: none"> <li>• MIG</li> <li>• MAG</li> <li>• other flux-cored wire welding equipment</li> </ul>	-		
		1.5 Use consumables appropriate to the material and application, to include the following: <ul style="list-style-type: none"> <li>• One of the following wire types:               <ul style="list-style-type: none"> <li>• solid wire</li> <li>• cored wire</li> </ul> </li> <li>• Plus one of the following types of shielding gas:               <ul style="list-style-type: none"> <li>• inert</li> <li>• active</li> </ul> </li> </ul>	-		



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.6	Prepare and support the joint, using the appropriate methods			
		1.7	Tack weld the joint at appropriate intervals, and check the joint for accuracy before final welding			
		1.8	Weld the joint to the required quality, dimensions and profile specified			
		1.9	Produce two of the following welded joints of at least 150mm long, by single or multi-run (as appropriate), with at least one stop and start included: <ul style="list-style-type: none"> <li>• fillet lap joints</li> <li>• Tee fillet joints</li> <li>• corner joints</li> <li>• butt joints</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.10 Produce joints in one of the following types of material: <ul style="list-style-type: none"> <li>• carbon steel</li> <li>• stainless steel</li> <li>• aluminium</li> </ul>			
		1.11 Produce welded joints in one of the following forms of material: <ul style="list-style-type: none"> <li>• plate</li> <li>• section</li> <li>• sheet (less than 3mm)</li> <li>• pipe/tube</li> <li>• other form</li> </ul>			
		1.12 Weld joints in good access situations in one of the following BS EN ISO 6947 positions: <ul style="list-style-type: none"> <li>• Flat (PA)</li> <li>• Horizontal vertical (PB)</li> <li>• Horizontal (PC)</li> <li>• Vertical upwards (PF)</li> <li>• Vertical downwards (PG)</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.13 Check that the welded joint conforms to the specification, by checking all of the following: <ul style="list-style-type: none"> <li>• dimensional accuracy</li> <li>• alignment/squareness</li> <li>• size and profile of weld</li> <li>• number of runs</li> </ul>			
		1.14 Produce welded joints which meet all of the following: (with reference to BS 4872 Part 1 Weld test requirements) <ul style="list-style-type: none"> <li>• welds meet the required dimensional accuracy</li> <li>• fillet welds are equal in leg length and slightly convex in profile, with the size of the fillet equivalent to the thickness of the material welded</li> <li>• the welds are adequately fused, and there is minimal undercut, overlap and surface inclusions</li> <li>• joins at stop/start positions merge smoothly, with no pronounced hump or crater in the weld surface</li> <li>• tack welds are blended in to form part of the finished weld, without excessive hump</li> <li>• the weld surface is free from cracks and substantially free from porosity, shrinkage cavities and trapped slag</li> <li>• the weld surface and adjacent parent metal is substantially free from arcing or chipping marks</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.15	Report any difficulties or problems that may arise with the welding activities, and carry out any agreed actions			
		1.16	Shut down the equipment to a safe condition on conclusion of the welding activities			
		1.17	Leave the work area in a safe and tidy condition on completion of the welding activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to use semi-automatic MIG or MAG welding equipment	2.1	State the safe working practices and procedures to be followed when preparing and using MIG, MAG or flux cored wire arc welding equipment (such as general workshop safety; appropriate personal protective equipment (PPE); fire prevention; protecting other workers from the effects of the welding arc; safety in enclosed/confined spaces; fume extraction/control)			
		2.2	State the hazards associated with using MIG, MAG or flux cored-wire arc welding (such as live electrical components; poor earthing; the electric arc; fumes and gases; spatter; hot slag and metal; grinding and mechanical metal/slag removal; elevated working; enclosed spaces; slips, trips and falls), and how they can be minimised			
		2.3	State the personal protective equipment (PPE) to be worn for the welding activities (such as correctly fitting overalls; leather aprons, welding gloves/gauntlets; safety boots; head/eye shield with correct shade of filter)			
		2.4	State the correct handling and storage of gas cylinders (such as manual handling and use of cylinder trolley, leak detection procedures, relevant BCGA codes of practice, cylinder identification, gas pressures, cylinder and equipment safety features)			
		2.5	Describe how to use and extract information from engineering drawings and related specifications (to include symbols and conventions to appropriate BS or ISO standards) in relation to work undertaken			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.6 State the major parts of the welding equipment, and their function			
		2.7 Describe types, selection and application of electrode wires (such as solid and cored)			
		2.8 Describe reasons for using shielding gases, and the types and application of the various gases			
		2.9 Describe gas pressures and flow rates (in relation to the type of material being welded)			
		2.10 State the types of welded joints to be produced (such as lap joints, corner joints, tee joints and butt welds)			
		2.11 Describe terminology used for the appropriate welding positions			
		2.12 Describe how to prepare the materials in readiness for the welding activity (such as ensuring that the material is free from excessive surface contamination (such as rust, scale, paint, oil/grease and moisture); ensuring that edges to be welded are correctly prepared (such as made flat, square or bevelled)			
		2.13 Describe how to set up and restrain the joint, and the tools and techniques that are used (such as the use of jigs and fixtures, restraining devices (such as clamps and weights/blocks); setting up the joint in the correct position and alignment)			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.14 Describe tack welding size and spacing (in relation to material thickness)			
		2.15 State the techniques of operating the welding equipment to produce a range of joints in the various joint positions (such as fine adjustment of parameters; correct manipulation of the welding gun; blending in stops/starts and tack welds)			
		2.16 Describe methods/modes of metal transfer and their uses (such as dip, globular, free flight, spray and pulsed)			
		2.17 Describe how to close down the welding equipment safely and correctly			
		2.18 Describe problems that can occur with the welding activities (such as causes of distortion and methods of control; effects of welding on materials and sources of weld defects), and how these can be overcome			
		2.19 Describe how to check the welded joints for uniformity, alignment, position and weld size and profile			
		2.20 Describe when to act on their own initiative and when to seek help and advice from others			
		2.21 State the importance of leaving the work area in a safe and clean condition on completion of welding activities (such as isolation of electrical supplies, safely storing equipment and consumables, removing and disposing of waste)			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 39:

## Installing Internal Blinds or Solar Shading Systems in the Workplace

**Unit reference number:** R/504/9321

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing internal blinds or solar shading systems in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 three of the following endorsements:

- Standard internal blind/Cassette blind/Drapery/Conservatory and rooflight blinds/Solar shading system/Solar powered window covering system/Motorised system/Plantation shutter/Smoke curtain

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing internal blinds or solar shading systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, methods statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings and associated with the installation of internal blinds or solar shading systems</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing internal blinds or solar shading systems	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 internal blinds or solar shading systems	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when installing internal blinds or solar shading systems			
		3.2	Comply with information relating to specific risks to health when installing internal blinds or solar shading systems			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing internal blinds or solar shading systems, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 install internal blinds or solar shading systems	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment and consumables			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• fixings and fittings</li> <li>• operating systems</li> <li>• blinds and solar shading systems</li> <li>• hand tools, portable power tools, power tools and equipment</li> <li>• operation, safety and maintenance documentation</li> </ul>			
		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 install internal blinds or solar shading systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing internal blinds or solar shading 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 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 installing internal blinds or solar shading 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install internal blinds or solar shading systems to the required specification	7.1	Demonstrate the following work skills when installing internal blinds or solar shading systems: <ul style="list-style-type: none"> <li>measuring, marking out, drilling, assembling, aligning, positioning, fitting, adjusting, fixing and securing</li> </ul>			
		7.2	Prepare, install and commission three of the following internal blinds or solar shading devices to given working instructions: <ul style="list-style-type: none"> <li>standard internal blinds (roller, venetian, vertical or panel)</li> <li>cassetted blinds (screen, blackout or insect screen)</li> <li>drapery (roman, austrian or festoon blinds)</li> <li>conservatory and rooflight blinds (pleated, pinoleum or non-retractable)</li> <li>solar shading systems</li> <li>solar powered window covering systems</li> <li>motorised systems</li> <li>plantation shutters</li> <li>smoke curtains</li> </ul>			
		7.3	Test operation functions of the internal blinds or solar shading systems			
		7.4	Inspect, check and test any safety devices			
		7.5	Safely use and handle materials, hand tools, portable power tools, power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when installing internal blinds or solar shading systems			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.7 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"> <li>• confirm installation requirements</li> <li>• agree appropriate ways in which the work should be carried out</li> <li>• maintain the principles of minimum intervention and reversible alterations</li> <li>• stop work at the point where guesswork begins and report findings</li> <li>• recognise the structural composition of mounting and fixing points</li> <li>• prepare internal blinds, screens and solar shading systems for installation</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.8 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"> <li>• recognise operating systems (motorised, rotation: crank handle, winch handle, cord, cable, tape, knob and wand; assisted: ratio reduction gear and balance [spring, counter-balance weight])</li> <li>• recognise parts and components of blinds and solar shading systems</li> <li>• install internal standard blinds, roller, venetian, vertical or panel, cassetted blinds, screen, blackout, insect screens, drapery, roman, austrian or festoon blinds, conservatory and rooflight blinds, pleated, pinoleum or non-retractable, solar shading systems, solar powered window covering systems, motorised and automated systems, plantation shutters and smoke curtains</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.9 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"> <li>• adjust blinds, screens and solar shading systems</li> <li>• explain automated control systems</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• test operation of blinds, screens and solar shading systems</li> <li>• inspect, check and test safety devices</li> <li>• provide operation, safety and maintenance information to client, customer or their representative</li> <li>• describe the operation for optimal energy saving performance</li> <li>• work on buildings of historical significance</li> <li>• use hand tools, portable power tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			
		7.10 Describe the needs of other occupations and how to effectively communicate within a team when installing internal blinds or solar shading systems			
		7.11 Describe how to maintain the tools and equipment used when installing internal blinds or solar shading systems			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

DRAFT

## Unit 40:

## Installing External Blinds, Screens or Solar Shading Systems in the Workplace

**Unit reference number:** A/504/9328

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing external blinds, screens or solar shading systems in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 three of the following endorsements:

- Awning and canopy
- Shop blind
- External blind
- Fixed shade
- Solar shading
- Solar powered external shading
- Motorised 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing external blinds, screens or solar shading systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, methods statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings associated with the installation of external blinds, screens or solar shading systems</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing external blinds, screens or solar shading systems	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 external blinds, screens or solar shading systems	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when installing external blinds, screens or solar shading systems			
		3.2	Comply with information relating to specific risks to health when installing external blinds, screens or solar shading systems			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing external blinds, screens or solar shading systems, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 install external blinds, screens or solar shading systems	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment and consumables			
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• fixings and fittings</li> <li>• operating systems</li> <li>• blinds, screens and solar shading systems</li> <li>• consumables</li> <li>• hand tools, portable power tools, power tools and equipment</li> <li>• operation, safety and maintenance documentation</li> </ul>			
		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 install external blinds, screens or solar shading systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing external blinds, screens or solar shading 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 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 installing external blinds, screens or solar shading 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install external blinds, screens or solar shading systems to the required specification	7.1	Demonstrate the following work skills when installing external blinds, screens or solar shading systems: <ul style="list-style-type: none"> <li>measuring, marking out, drilling, assembling, align, positioning, supporting, fitting, adjusting, fixing and securing</li> </ul>			
		7.2	Prepare, install and commission three of the following external blinds, screens or solar shading systems to given working instructions: <ul style="list-style-type: none"> <li>awnings and canopies</li> <li>shop blinds</li> <li>external blinds (roller or venetian)</li> <li>fixed shades (brise soleil or louver arrays)</li> <li>solar shading</li> <li>solar powered external shading</li> <li>motorised</li> </ul>			
		7.3	Test operation functions of installed blinds, screens or solar shading systems			
		7.4	Inspect, check and test any safety devices			
		7.5	Safely use and handle materials, hand tools, portable power tools, power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when installing external blinds, screens or solar shading systems			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.7 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"> <li>• confirm installation requirements</li> <li>• agree appropriate ways in which the work should be carried out</li> <li>• maintain the principles of minimum and reversible alteration</li> <li>• stop work at the point where guesswork begins and report findings</li> <li>• recognise the structural composition of mounting and fixing points</li> <li>• prepare external blinds, screens and solar shading for installation</li> <li>• recognise operating systems (motorised, rotation: crank handle, winch handle, cord, cable, tape, assisted: ratio reduction gear and balance (spring, counter-balance weight)</li> <li>• recognise parts of blinds, screens and solar shading systems</li> <li>• – position and erect supports</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.8 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"> <li>• install external blinds, screen or solar shadings, awnings and canopies, shop blinds, external blinds, rollers or venetians, fixed shades, brise soleil and louvre arrays, solar shading systems, solar powered external shading systems, motorised and automated systems</li> <li>• control and guide lifting appliances</li> <li>• adjust blinds, screens and solar shading systems</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.9 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"> <li>• explain automated control systems</li> <li>• test the operation of installed blinds, screens and solar shading systems</li> <li>• inspect, check and test safety devices</li> <li>• describe the operation for optimal energy saving performance</li> <li>• provide operation, safety and maintenance information to client, customer or their representative</li> <li>• work on buildings of historical significance</li> <li>• use hand tools, portable power tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			
		7.10 Describe the needs of other occupations and how to effectively communicate within a team when installing external blinds, screens or solar shading systems			
		7.11 Describe how to maintain the tools and equipment used when installing external blinds, screens or solar shading systems			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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# **Unit 41:**

## **Servicing and Maintaining Blinds, Screens or Solar Shading Systems in the Workplace**

**Unit reference number:** A/504/9331

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in servicing and maintaining blinds, screens or solar shading systems in the workplace within the relevant sector of industry.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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:

- Internal blind
- Internal solar shading
- External blind
- External screen
- External solar shading
- Motorised 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when servicing and maintaining blinds, screens or solar shading systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, methods statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, current regulations governing buildings and official guidance associated with servicing and maintaining blinds, screens and solar shading systems</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing door systems	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 servicing and maintaining blinds, screens or solar shading systems	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when servicing and maintaining blinds, screens or solar shading systems			
		3.2	Comply with information relating to specific risks to health when servicing and maintaining blinds, screens or solar shading systems			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to servicing and maintaining blinds, screens or solar shading systems, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 service and maintain blinds, screens or solar shading systems	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment and consumables			
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fluids, cleaning materials and equipment</li> <li>• components, parts and associated ancillary items</li> <li>• test and inspection equipment</li> <li>• hand tools, portable power tools, power tools and equipment</li> </ul>			
		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 service and maintain blinds, screens or solar shading systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when servicing and maintaining blinds, screens or solar shading 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 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 servicing and maintaining blinds, screens or solar shading 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to service and maintain blinds, screens or solar shading systems to the required specification	7.1	Demonstrate the following work skills when servicing and maintaining blinds, screens or solar shading systems: <ul style="list-style-type: none"> <li>dismantling, assessing, repairing, replacing, lubricating, assembling and checking</li> </ul>			
		7.2	Service and maintain one of the following blinds, screens or solar shading systems to given working instructions: <ul style="list-style-type: none"> <li>internal</li> <li>external</li> <li>motorised or automated systems</li> </ul>			
		7.3	Test operation functions of blinds, screens or solar shading systems			
		7.4	Inspect, check and test any safety devices			
		7.5	Record and report findings using the appropriate method			
		7.6	Safely use and handle materials, hand tools, portable power tools, power tools and ancillary equipment			
		7.7	Safely store the materials, tools and equipment used when servicing and maintaining blinds, screens or solar shading systems			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.8 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"> <li>• confirm installation type</li> <li>• refer to parts manuals, guides, technical service bulletins, electronic data and cross reference information</li> <li>• ensure power supply is isolated and locked off</li> <li>• identify the parts and components of blinds, screens and solar shading systems</li> <li>• agree appropriate ways in which the work should be carried out</li> <li>• apply routine and non-routine maintenance service methods and procedures required by manufacturer and owner</li> <li>• maintain the principles of minimum intervention and reversible alterations</li> <li>• stop work at the point where guesswork begins and report findings</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.9 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"> <li>• identify requirements of periodic, scheduled and event based servicing methods for standard internal blinds, roller, venetian, vertical or panel, cassetted blinds, screen, blackout, insect screens, drapery, roman, austrian or festoon blinds, conservatory and rooflight blinds, pleated, pinoleum or non-retractable, solar shading systems, solar powered window covering systems, motorised and automated systems, plantation shutters and smoke curtains</li> <li>• identify requirements of periodic, scheduled and event based servicing methods for external blinds, screen or solar shadings, awnings and canopies, shop blinds, external blinds, rollers or venetians, fixed shades, brise soleil and louvre arrays, solar shading systems, solar powered external shading systems, motorised and automated systems</li> </ul>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1		7.10 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"> <li>• position and erect supports</li> <li>• clean parts and components</li> <li>• lubricate parts and components</li> <li>• remove and repair unserviceable components and parts</li> <li>• remove and replace damaged, worn and unserviceable components and parts</li> <li>• secure fastenings, nuts, bolts (etc)</li> <li>• fit safety devices in accordance with current legislation</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• test operation functions</li> <li>• inspect, check and test safety devices</li> <li>• use hand tools, portable power tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			
		7.11 Describe the needs of other occupations and how to effectively communicate within a team when servicing and maintaining blinds, screens or solar shading systems			
		7.12 Describe how to maintain the tools and equipment used when servicing and maintaining blinds, screens or solar shading systems			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

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## Unit 42:

## Installing Loading Bay Equipment in the Workplace

**Unit reference number:** L/504/9334

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### Unit summary

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

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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: Dock leveller hinged lip/Dock leveller telescopic lip/Dock leveller drawbridge

**Plus** against **five** of the following: Scissor lift/Dock seal/Wheel guide/Vehicle restraint/Bumper/Lights, traffic and/or dock/Composite or standard control panel

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing loading bay equipment	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, current regulations governing buildings and official guidance associated with the installation of loading bay equipment</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing loading bay equipment	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 loading bay equipment	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when installing loading bay equipment			
		3.2	Comply with information relating to specific risks to health when installing loading bay equipment			
		3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing loading bay equipment, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 install loading bay equipment	4.1	Select resources associated with own work in relation to materials, components, fixings, tools, equipment and consumables			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• fixtures and fittings</li> <li>• motorised equipment</li> <li>• consumables</li> <li>• hand tools, portable power tools, power tools and equipment</li> <li>• operation, safety and maintenance documentation</li> </ul>			
		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 install loading bay equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing loading bay 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			
6	Complete the work within the allocated time when installing loading bay 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install loading bay equipment to the required specification	7.1	Demonstrate the following work skills when installing loading bay equipment: <ul style="list-style-type: none"> <li>measuring, marking out, checking, aligning, levelling, plumbing, positioning, fitting, adjusting, fixing and securing</li> </ul>			
		7.2	Install six of the following loading bay equipment in newly completed structures or existing structures to given working instructions: <ul style="list-style-type: none"> <li>dock levellers (hinged lip, telescopic lip or drawbridge)</li> <li>scissor lifts</li> <li>dock seals</li> <li>wheel guides</li> <li>vehicle restraints</li> <li>bumpers</li> <li>lights, traffic and/or dock</li> <li>composite or standard control panels</li> </ul>			
		7.3	Safely use and handle materials, hand tools, portable power tools, power tools and ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when installing loading bay 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"> <li>• confirm installation type</li> <li>• check and confirm the dimensions of new and existing structures</li> <li>• agree appropriate ways in which the work should be carried out</li> <li>• maintain the principles of minimum intervention and reversible alterations</li> <li>• stop work at the point when guesswork begins and report findings</li> <li>• recognise the structural composition of mounting and fixing points</li> <li>• identify parts and components of loading bay equipment</li> <li>• assemble loading bay equipment</li> <li>• control and guide lifting appliances</li> <li>• inspect, check and test safety devices</li> <li>• weld equipment</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• work on buildings of historical significance</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.7 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"> <li>describe the operation for optimal energy saving performance</li> <li>provide operation, safety and maintenance information to client, customer or their representative</li> <li>use hand tools, portable power tools, power tools and equipment</li> <li>work at height</li> <li>use access equipment</li> </ul>			
		7.8 Describe the needs of other occupations and how to effectively communicate within a team when installing loading bay equipment			
		7.9 Describe how to maintain the tools and equipment used when installing loading bay equipment			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:

## Unit 43:

## Servicing and Maintaining Loading Bay Equipment in the Workplace

**Unit reference number:** Y/504/9336

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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### Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in servicing and maintaining loading bay in the workplace within the relevant sector of industry.

### Unit assessment requirements/evidence requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when servicing and maintaining loading bay equipment	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, parts manuals 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"> <li>drawings, specifications, schedules method statements, risk assessments, manufacturers' information, current regulations governing buildings and official guidance associated with servicing and maintaining loading bay equipment</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when servicing and maintaining loading bay equipment	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 servicing and maintaining loading bay equipment	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when servicing and maintaining loading bay equipment			
		3.2	Comply with information relating to specific risks to health when servicing and maintaining loading bay equipment			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to servicing and maintaining loading bay equipment, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 service and maintain loading bay equipment	4.1	Select resources associated with own work in relation to materials, components, fixings, tools equipment and consumables			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>• consumables, lubricants and fluids, cleaning materials and equipment</li> <li>• components and associated ancillary items</li> <li>• ancillary equipment for the service and maintenance work</li> <li>• test and inspection equipment</li> <li>• hand tools, portable power tools, power tools and equipment</li> </ul>			
		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 service and maintain loading bay equipment			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when servicing and maintaining loading bay 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			
6	Complete the work within the allocated time when servicing and maintaining loading bay equipment.	6.1	Complete the work within the allocated time when servicing and maintaining loading bay equipment			
		6.2	<p>Demonstrate completion of the work within the allocated time.</p> <p>Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to service and maintain loading bay equipment to the required specification	7.1	Demonstrate the following work skills when servicing and maintaining loading bay equipment: <ul style="list-style-type: none"> <li>dismantling, assessing, repairing, replacing, lubricating, assembling and checking</li> </ul>			
		7.2	Service and maintain loading bay equipment to given working instructions			
		7.3	Test operation functions of loading bay equipment			
		7.4	Record and report findings using the appropriate method			
		7.5	Safely use and handle materials, hand tools, portable power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when servicing and maintaining loading bay equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.7 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"> <li>• refer to parts manuals, guides and technical service bulletins, electronic data and cross reference information</li> <li>• agree appropriate ways in which the work should be carried out</li> <li>• apply routine and non-routine maintenance service methods and procedures required by the manufacturer and owner</li> <li>• maintain the principles of minimum intervention and reversible alterations</li> <li>• stop work at the point when guesswork begins and report findings</li> <li>• ensure power supply is isolated and locked off</li> <li>• install safety props and guards</li> <li>• control and guide lifting appliances</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.8 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"> <li>• identify requirements of periodic, scheduled and event based servicing methods for loading bay equipment; hinged lip, telescopic lip, drawbridge scissor lifts, dock seals, wheel guides, vehicle restraints, bumpers, traffic and dock lights and composite or standard control panels</li> <li>• replace serviceable items</li> <li>• lubricate parts, components, linkages, cables</li> <li>• clean parts and components</li> <li>• remove, repair and replace unserviceable components and parts</li> <li>• remove and replace damaged, worn and unserviceable components and parts</li> <li>• secure fastenings, nuts, bolts (etc)</li> <li>• fit safety devices in accordance with current legislation</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.9 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"> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• complete sensory checks for leaks, defects by sight, touch, smell, sound</li> <li>• test the operation of loading bay equipment</li> <li>• inspect, check and test safety devices</li> <li>• work on buildings of historical significance</li> <li>• use hand tools, portable power tools, power tools and equipment</li> <li>• work at height</li> </ul>			
		7.10 Describe the needs of other occupations and how to effectively communicate within a team when servicing and maintaining loading bay equipment			
		7.11 Describe how to maintain the tools and equipment used when servicing and maintaining loading bay equipment			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:

DRAFT

# **Unit 44: Installing Shutter Systems in the Workplace**

**Unit reference number:** H/504/9260

**QCF level:** 2

**Credit value:** 14

**Guided learning hours:** 47

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## **Unit summary**

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

## **Unit assessment requirements/evidence requirements**

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in QCF
- 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 three of the following endorsements:

- Roller shutter or grille
- Shop front shutter
- Wood shutter
- Domestic shutter or garage door
- Solar powered shutter
- Solar shading system
- Motorised shutter.

## 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 the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing shutter systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments 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"> <li>drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings and associated with the installation of shutters</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing shutter systems	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> <li>in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting</li> </ul>			
		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 shutter systems	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when installing shutter systems			
		3.2	Comply with information relating to specific risks to health when installing shutter systems			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing shutter systems, 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"> <li>• collective protective measures</li> <li>• personal protective equipment (PPE)</li> <li>• respiratory protective equipment (RPE)</li> <li>• local exhaust ventilation (LEV)</li> </ul>			
		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 install shutter systems	4.1	Select resources associated with own work in relation to materials, components, fixings, tools, equipment and consumables			
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in <ul style="list-style-type: none"> <li>• fixings and fittings</li> <li>• operating systems</li> <li>• shutters</li> <li>• consumables</li> <li>• hand tools, portable power tools, power tools and equipment</li> <li>• operation, safety and maintenance documentation</li> </ul>			
		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 install shutter systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing shutter 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 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 installing shutter 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"> <li>types of progress charts, timetables and estimated times</li> <li>organisational procedures for reporting circumstances which will affect the work programme</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install shutter systems to the required specification	7.1	Demonstrate the following work skills when installing shutter systems: <ul style="list-style-type: none"> <li>measuring, marking out, cutting, drilling, assembling, aligning, positioning, fitting, adjusting, fixing and securing</li> </ul>			
		7.2	Prepare, install and commission three of the following shutter systems to given working instructions: <ul style="list-style-type: none"> <li>roller shutters or grilles</li> <li>shop front shutters</li> <li>wood shutters</li> <li>domestic shutters or garage doors</li> <li>solar powered shutters</li> <li>solar shading systems</li> <li>motorised shutters</li> </ul>			
		7.3	Test operation functions of the shutter systems			
		7.4	Inspect, check and test any safety devices			
		7.5	Safely use and handle materials, hand tools, portable power tools, power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when installing shutter systems			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.7 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"> <li>• confirm installation requirements</li> <li>• agree appropriate ways in which the work should be carried out</li> <li>• maintain the principles of minimum intervention and reversible alterations</li> <li>• stop work at the point when guesswork begins and report findings</li> <li>• recognise the structural composition of mounting and fixing points</li> <li>• recognise parts and components of shutter systems</li> <li>• prepare shutter for installation</li> <li>• identify and assess weight and centre of balance</li> <li>• position and erect supports</li> <li>• install shutter systems, roller shutters and grilles, shop front shutters, wood shutters, domestic shutters or garage doors, solar powered shutters, solar shading systems and motorised shutters</li> </ul>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.8 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"> <li>• control and guide lifting appliances</li> <li>• explain automated control system</li> <li>• adjust shutters</li> <li>• recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>• test the operation of shutters</li> <li>• test operation functions and safety devices</li> <li>• work on buildings of historical significance</li> <li>• describe the operation for optimal energy savings performance</li> <li>• provide operation, safety and maintenance information to client, customer or their representative</li> <li>• use hand tools, portable power tools, power tools and equipment</li> <li>• work at height</li> <li>• use access equipment</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.9	Describe the needs of other occupations and how to effectively communicate within a team when installing shutter systems			
		7.10	Describe how to maintain the tools and equipment used when installing shutter systems			

Learner name:

Learner signature:

Assessor signature:

Internal verifier signature:  
(if sampled)

Date:

Date:

Date:

Date:



## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **[www.edexcel.com/contactus](http://www.edexcel.com/contactus)**
- BTEC: **[www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)**
- Pearson Work Based Learning: **[www.edexcel.com/about-wbl/Pages/Contact-us.aspx](http://www.edexcel.com/about-wbl/Pages/Contact-us.aspx)**
- books, software and online resources for UK schools and colleges: **[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)**

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website: [www.edexcel.com/quals/NVQ-competence-based-qcf/Pages](http://www.edexcel.com/quals/NVQ-competence-based-qcf/Pages)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website, [www.edexcel.com](http://www.edexcel.com)

## 13 Professional development and training

### Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training).

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 at: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training). 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: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)

**Online support:** find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support)

## Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support)

DRAFT

## 14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

## Annexe A: Assessment strategy – ConstructionSkills

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This is the Assessment Strategy for ConstructionSkills, the Sector Skills Council (SSC) for construction and the built environment. The strategy itself contains a number of appendices which are also included.

### **Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional**

Units and Qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

#### **Introduction**

This Assessment Strategy provides principles and guidance to awarding organisations so the assessment of units and qualifications with NVQ in the Qualifications and Credit Framework (QCF) title and SVQs is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, supervisory, technical, managerial and professional NVQ and SVQ units and qualifications. This Assessment Strategy is one of the strands of the ConstructionSkills' Construction Qualification Strategy.

These principles are in addition to the requirements that awarding organisations must meet for the delivery of NVQ and SVQ units and 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 a list of sub appendices relevant to specific NVQ or SVQ qualifications and units, these sub appendices contain additional information for awarding organisations where National Working Groups or Awarding Body Fora have identified the need for specific clarification. Clarification may be about the terminology of the content of the unit (ref. section 2.1), or specific occupational expertise requirements for assessors and verifiers (ref. section 4).

Awarding organisations must make this Strategy and the relevant Appendices available to assessors, verifiers and candidates.

## 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, of which the qualification regulators are members. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQ or SVQ units and qualifications, 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:

4.1.1 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
- 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)

4.1.2 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

4.1.3 only assess in their acknowledged area of occupational competence

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

4.1.5 are prepared to participate in training activities for their continued professional development

4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

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 reviewed National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.



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
- 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 NOS and this Assessment Strategy (this document)

4.2.4 are prepared to participate in training 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', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice

or hold one of the following:

- VI Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

Holders of V1/D34 must quality assure to the reviewed 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:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

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
- 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 NOS and this Assessment Strategy (this document)

4.3.4 are prepared to participate in training 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', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):,

- Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment
- SVQ (SCQF level) in the External Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF) in Leading the External Quality Assurance of Assessment

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 reviewed 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:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- SVQ (SCQF level) Assessing Competence in the Work Environment
- SVQ (SCQF level) Assessing Vocational Achievement

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:

- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- SVQ(SCQF level) in the Internal Quality Assurance of the Assessment Process and Practice
- SVQ (SCQF level) in Leading the Internal Quality Assurance of Assessment Process and Practice
- VI Conduct internal quality assurance of the assessment process
- D34 Internal 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 B1 - Additional Information to the Consolidated Assessment Strategy from the National Working Group for Controlling Lifting Operations**

### **Part A: Clarification and guidance notes**

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the Assessment Strategy principles' requirements in their documentation for the Controlling Lifting Operations units and qualifications with NVQ in the QCF title and SVQs.

#### **Additional requirements for assessors of planning and supervising lifting operations**

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in lifting operations and on each endorsement for which they wish to assess. The awarding body must ensure that all assessors are competent on each endorsement for which they intend to assess.

#### **Supplementary guidance**

In order to meet contractual and regulative requirements, many sectors of industry require lift planners and supervisors to possess certification from recognised industry approved bodies. The awarding body should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where lifting experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

### **Part B: Clarification on standards (NOS) content terminology**

Various sectors of industry, supported by the Health and Safety Executive, requested national occupational standards for the safety critical occupations of lift planner and lift supervisor. Standards from the suite of National Occupational Standards for Construction Site Supervision and Construction Site Management were identified by the National Working Group (NWG) as conveniently defining the job roles of planner and supervisor.

Certain standards (NOS), however, use terminology particular to, or make reference to, the construction sector, limiting the scope of the standards. Clarification of NOS terminology has been produced (Appendix B1), by the NWG, for awarding organisations, which provides interpretation and meaning of selected words that are used in lifting operations within other industrial sectors. Provision of this clarification further avoids a proliferation of new standards.

Awarding organisations need to ensure that candidates, employers, assessment centres, assessors and those involved in the verification process for this qualification are informed of the clarification of NOS terminology for planning and supervising lifting operations.

## Clarification of NOS terminology for planning and supervising lifting Operations

'construction operations'	Includes lifting operations within other sectors of industry.
'decision-makers'	This refers to the client, customer or their representative, senior/contracts manager, project team, consultants or in VR 705 the lift planner.
'ensure notice has been given to all the people who will be affected...'	This means as dictated by the lift plan.
'lines', 'levels', 'angles'	This includes load levels, ground levels, lines for placing loads and lifting accessory angles
'near neighbours'	This can include other structures and a workforce in a different part of the project.
'organise and control the site'	The lifting activity and the immediate surrounding area
'position, align and/or level the work'	This refers to items being moved and placed and the equipment used to attach and move the loads.
'produce clear requests for plant, equipment or machinery'	This means those specified by the lift plan.
'place and maintain notices'	This means ensuring that the correct notices (for the lifting activity) are in place prior to the commencement of the lifting activity, and checked throughout the duration of the activity.
'plan how the work will be undertaken'	This means as dictated by the lift plan.
'programmes and schedules'	This refers to either components part of, or the complete lift plan.
'project'	A lifting operation that is taking place within an overall contract, project or work activity.
'project plan'	This refers to either components part of, or the complete lift plan.
'site'	A lifting operation that is taking place within an overall contract, project or work activity.
'site plan'	This refers to either components part of, or the complete lift plan.
'vehicular access'	This can comprise of all forms of transport, including waterborne and airborne craft.

## **Appendix B2**

### **Additional Information to the Consolidated Assessment Strategy from the Awarding Body Forum for Plant Operations**

#### **Clarification and guidance notes**

##### **Aspects to be assessed through performance in the workplace**

This additional information has been produced to ensure consistency in aspects to be assessed through performance in the workplace as described in paragraph 2.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate the guidance into their assessment methodology for Plant Operations units and qualifications with NVQ in the QCF title and SVQ in the SCQF.

##### **Additional requirements for assessment in the workplace**

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This direct evidence must be met using a combination of the following methods.

- direct observation by the assessor
- witness testimony by an expert witness related to the occupational area
- professional discussion.

Workplace evidence must be supported by the required evidence of knowledge and understanding gained from at least three month's work-based experience.

##### **Occupational expertise requirements for assessors**

This additional information has been produced to ensure consistency in interpreting the occupational expertise requirements for assessors as described in paragraph 4.1 of the ConstructionSkills' Consolidated Assessment Strategy. This should help awarding organisations incorporate relevant parts of the Assessment Strategy principles' requirements in their documentation for Plant Operations units and qualifications with NVQ in the QCF title and SVQs.

##### **Additional requirements for assessors of plant operations**

Assessors must be competent and have an up-to-date working knowledge of the occupation and sector. Assessors must have had active involvement in plant operations and on each endorsement for which they wish to assess. The awarding organisation must ensure that all assessors are competent on each endorsement for which they intend to assess in accordance with requirements of the qualification regulators' guidance for England, Northern Ireland, Scotland and Wales.

##### **Supplementary guidance**

In order to meet contractual and regulative requirements, many sectors of industry require operators of plant and equipment to possess certification from recognised industry approved bodies. The awarding organisation should ideally encourage all assessors to hold appropriate registration cards or certificates to support industry initiatives for a qualified workforce.

Where plant operating experience was gained within the armed forces, applicants for assessor status should ideally gain external work experience within industry, or be able to demonstrate knowledge of relevant industry working practices outside the armed forces.

## 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 (N/SVQs) that are competence based qualifications and demand assessment in a workplace environment.

Assessment of N/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 (N/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.



## Annexe B: Assessment requirements/strategy: Performing Engineering Operations (PEO)

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### Introduction

Semta, the Sector Skills Council for the Science Engineering Manufacturing Technologies Sector, has produced this QCF Unit Assessment Strategy to:

- assist Assessors, Internal Verifiers and External Verifiers
- encourage and promote consistent assessment of QCF PEO NVQ units
- promote cost effective assessment plans

This document also provides definitions for:

- the scope of activities and the characteristics of typical learners undertaking QCF PEO NVQ units at level 1 and/or 2
- the qualifications and experience required for Assessors and Verifiers
- the assessment environment and notes on replicating the working environment.
- access to units

and requirements relating to:

- carrying out assessments
- performance evidence
- assessing knowledge and understanding

The importance and value in which employers and learners place on undertaking QCF PEO NVQ units will provide a key measure of [Semta's] success with this unit assessment strategy. Another key success factor will be [Semta's] partnership with the relevant Awarding Organisations and relevant SSC Academies.



## **Learners undertaking PEO Level 1 and/or 2 QCF NVQ Units**

The PEO Level 1 and Level 2 units have been designed to cover those learners who are either:

- acquiring engineering competencies in a realistic, sheltered and controlled environment such as schools, colleges, training providers, company training centres, HM Prison Services and the MOD training workshops to enable a safe progression into the workplace/employment.
- employed but require additional engineering competencies as part of an existing job role or to enable career progression.

## **Assessor Requirements to Demonstrate Effective Assessment Practice**

Assessment must be carried out by competent Assessors that as a minimum must hold the QCF Level 3 Award in Assessing Competence in the Work Environment. Current and operational Assessors that hold units D32 and/or D33 or A1 and/or A2 as appropriate to the assessment being carried out, will not be required to achieve the QCF Level 3 Award as they are still appropriate for the assessment requirements set out in this Unit Assessment Strategy. However, they will be expected to regularly review their skills, knowledge and understanding and where applicable undertake continuing professional development to ensure that they are carrying out workplace assessment to the most up to date National Occupational Standards (NOS)

## **Assessor Technical Requirements**

Assessors must be able to demonstrate that they have verifiable, relevant and sufficient technical competence to evaluate and judge performance and knowledge evidence requirements as set out in the relevant QCF unit learning outcomes and associated assessment criteria.

This will be demonstrated either by holding a relevant technical qualification or by proven industrial experience of the technical areas to be assessed. The assessor's competence must, at the very least, be at the same level as that required of the learner(s) in the units being assessed.

Assessors must also be:

Fully conversant with the Awarding Organisation's assessment recording documentation used for the QCF NVQ units against which the assessments and verification are to be carried out, other relevant documentation and system and procedures to support the QA process.

## **Verifier Requirements (internal and external)**

Internal quality assurance (Internal Verification) must be carried out by competent Verifiers that as a minimum must hold the QCF Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices. Current and operational Internal Verifiers that hold internal verification units V1 or D34 will not be required to achieve the QCF Level 4 Award as they are still appropriate for the verification requirements set out in this Unit Assessment Strategy. Verifiers must be familiar with, and preferably hold, either the nationally recognised Assessor units D32 and/or D33 or A1 and/or A2 or the QCF Level 3 Award in Assessing Competence in the Work Environment

External quality assurance (External Verification) must be carried out by competent External Verifiers that as a minimum must hold the QCF Level 4 Award in the External Quality Assurance of Assessment Processes and Practices. Current and operational External Verifiers that hold external verification units V2 or D35 will not be required to achieve the QCF Level 4 Award as they are still appropriate for the verification requirements set out in this Unit Assessment Strategy. Verifiers must be familiar with, and preferably hold, either the nationally recognised Assessor units D32 and/or D33 or A1 and/or A2 or the QCF Level 3 Award in Assessing Competence in the Work Environment

External and Internal Verifiers will be expected to regularly review their skills, knowledge and understanding and where applicable undertake continuing professional development to ensure that they are carrying out workplace Quality Assurance (verification) of Assessment Processes and Practices to the most up to date National Occupational Standards (NOS)

Verifiers, both Internal and External, will also be expected to be fully conversant with the terminology used in the QCF NVQ units against which the assessments and verification are to be carried out, the appropriate Regulatory Body's systems and procedures and the relevant Awarding Organisation's documentation, systems and procedures within which the assessment and verification is taking place.

### **Specific technical requirements for internal and external verifiers**

Internal and external Verifiers for the PEO units must be able to demonstrate that have verifiable, sufficient and relevant industrial experience, and must have a working knowledge of the processes, techniques and procedures that are used in the engineering industry.

The tables on the following page show the recommended levels of technical competence for assessors, internal verifiers, and external verifiers.

Note: These levels of technical competence were derived by a project carried out by members of the Awarding Organisation Forum on the continuous professional development (CPD) of assessors and verifiers.

### **Technical Requirements for Assessors and Verifiers**

<b>Position</b>	<b>Prime activity requirements</b>	<b>Support activity requirements</b>	<b>Technical requirements (see notes)</b>
Assessor	Assessment Skills	IV Systems	Technical <i>competence</i> in the areas covered by the QCF units being assessed
Internal Verifier	Verification Skills	Assessment Knowledge	Technical <i>understanding</i> of the areas covered by the QCF units being verified
External Verifier	Verification skills	Assessment Understanding	Technical <i>awareness</i> of the areas covered by the units being verified

## Notes

1. Technical *competence* is defined here as a combination of practical skills, knowledge, and the ability to apply both of these, in familiar and new situations, within a real working environment.
2. Technical *understanding* is defined here as having a good understanding of the technical activities being assessed, together with knowledge of relevant Health & Safety implications and requirements of the assessments.
3. Technical *awareness* is defined here as a general overview of the subject area, sufficient to ensure that assessment and evidence are reliable, and that relevant Health and Safety requirements have been complied with.
4. The competence required by the assessor, internal verifier and external verifier, in the occupational area being assessed, is likely to exist at three levels as indicated by the shaded zones in the following table.

Technical Competence required by:	An ability to <i>discuss</i> the general principles of the competences being assessed	An ability to <i>describe</i> the practical aspects of the competence being assessed	An ability to <i>demonstrate</i> the practical competences being assessed
Assessor			
Internal Verifier			
External Verifier			

## Assessment Environment

The PEO Level 1 and 2 units are intended to have a wide application throughout the engineering sector. It is necessary therefore to have a flexible approach to the environment in which the units are delivered and assessed.

There will be learners who have been working in an industry for some time and wish to acquire a broad range of basic competencies as part of an existing job role or to enable career progression. The PEO units will satisfy that need. Where this is the case assessment should take place within the learner's normal workplace/environment.

However, there is much to be gained by acquiring the basic engineering competencies whilst working in a sheltered environment. This is due to an ongoing emphasis on safety critical work activities and the need to ensure flexibility of assessment opportunities to both maintain and enhance the provision of competent personnel within the industry. This assessment method will allow a minimum safe level of skills, knowledge and understanding to be achieved and demonstrated by the learner prior to being exposed to the hazards of the industrial environment, thus minimizing the risk of injury to themselves and other employees.

It is recognised that not all learners who wish to achieve PEO QCF NVQ units would require this form of assessment. Only those who are judged to be potentially at risk would need to provide evidence of a minimum level of skills, knowledge and understanding to enter the industrial environment.

Examples of this are:

- Where the hazardous nature of the engineering occupations mean that the learner requires close supervision whilst they provide evidence of competence involving safety critical activities.
- For reasons of age, people entering an industrial training environment are gradually introduced to the “world of work”, this helps them mature and grow in confidence as well as providing evidence of their engineering competence.
- Learners with special assessment requirements benefit from the close supervision offered by this type of environment whilst providing evidence of competence.
- Adult learners new to the industry or to a specific skill area can provide evidence without fear of making mistakes which could prove to be dangerous and/or expensive.
- Where equipment to be used or worked on by approved, licensed or competent people (such as the aircraft industry) learners can only provide the necessary evidence that they have achieved a level of skills, knowledge and understanding in-order that they may prepare themselves for future employment.
- Penal institutions where learners wish to provide evidence of a vocational achievement in-order that they may prepare themselves for future employment.

For the above reasons the assessment of a learners competence in a sheltered environment is acceptable for this qualification, where the environment replicates that expected in industry. Where applicable, the machinery, tools, materials, equipment and resources used must be representative of industry standards and there must be sufficient equipment/resources available for each learner to demonstrate their competence individually. Workpieces or work outcomes assessed must be the learners own work and should be actual work examples that combine the skills, techniques required by the QCF units so that achievement will properly reflect the learners competence as specified in the unit assessment criteria

Assessors must therefore ensure that the competency is fully transferable to the workplace. Other aspects that should be considered could include:

- environmental conditions such as lighting conditions, noise levels and the presence of hazards
- pressure of work such as time constraints and repetitive activities
- producing actual workpieces or work outcomes and the consequence of making mistakes and the effect this has on customer, supplier and departmental relationships.

## **Access to Assessment**

There are no entry requirements required for the PEO units unless this is a legal requirement of the process or the environment. Assessment is open to any learner who has the potential to reach the assessment requirements set out in the relevant units.

Aids or appliances, which are designed to alleviate disability, may be used during assessment, providing they do not compromise the standard required.

## **Carrying Out Assessments**

The PEO units were specifically developed to cover a wide range of activities. The evidence produced for the units will, therefore, depend on the learners choice of "bulleted items" listed in the unit assessment criteria.

Where the assessment criteria gives a choice of bulleted items (for example 'any three from five'), assessors should note that learners do not need to provide evidence of the other items to complete the unit (in this example above, two items) particularly where these additional items may relate to other activities or methods that are not part of the learners normal workplace activity or area of expertise.

## **Performance Evidence Requirements**

Performance evidence must be the main form of evidence gathered. In order to demonstrate consistent competent performance for a unit, a minimum of three different examples of performance of the unit activity will be required. Items of performance evidence often contain features that apply to more than one unit, and can be used as evidence in any unit where they are suitable.

Performance evidence must be:

- products of the learners' work, such as items that have been produced or worked on, plans, charts, reports, standard operating procedures, documents produced as part of a work activity, records or photographs of the completed activity

together with:

- evidence of the way the learners carried out the activities, such as witness testimonies, assessor observations or authenticated learner reports of the activity undertaken.

Competent performance is more than just carrying out a series of individual set tasks. Many of the units contain statements that require the learner to provide evidence that proves they are capable of combining various features and techniques. Where this is the case, separate fragments of evidence would not provide this combination of features and techniques and, therefore, will not be acceptable as demonstrating competent performance.

If there is any doubt as to what constitutes suitable evidence the internal/external verifier should be consulted.

### **Example:**

## **Unit 11: Preparing and Using Lathes for Turning Operations Level 2**

### **Unit specific additional assessment requirements:**

*In order to prove their ability to combine different turning operations, at least one of the machined components produced must be of a significant nature, and must have a minimum of six of the features listed in assessment criteria 1.11.*

### **Assessing Knowledge and Understanding**

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide enough evidence in this area. Where the learners knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

Knowledge and understanding can be demonstrated in a number of different ways. Semta expects oral questioning and practical demonstrations to be used, as these are considered the most appropriate for these units. Assessors should ask enough questions to make sure that the learner has an appropriate level of knowledge and understanding, as required by the unit. Awarding Organisations may choose other methods, which must be supported by a suitable rationale

Evidence of knowledge and understanding will **not** be required for those bulleted items in the assessment criteria that have not been selected by the learner.

The achievement of the specific knowledge and understanding requirements of the units cannot simply be inferred by the results of tests or assignments from other units, qualifications or training programmes. Where evidence is submitted from these sources, the assessor must, as with any assessment, make sure the evidence is valid, reliable, authentic, directly attributable to the learner, and meets the full knowledge and understanding requirements of the unit.

Where oral questioning is used the assessor must retain a record of the questions asked, together with the learner's answers.

Awarding Organisations may choose other methods, which must be supported by a suitable rationale.

### **Witness testimony**

Where 'observation is used to obtain performance evidence, this must be carried out against the unit assessment criteria. Best practice would require that such observation is carried out by a qualified Assessor. If this is not practicable, then alternative sources of evidence may be used.

For example, the observation may be carried out against the assessment criteria by someone else that is in close contact with the learner. This could be a team leader, supervisor, mentor or line manager who may be regarded as a suitable witness to the learner's competency. However, the witness must be technically competent in the process or skills that they are providing testimony for, to at least the same level of expertise as that required of the learner. It will be the responsibility of the assessor to make sure that any witness testimonies accepted as evidence of the learner's competency are reliable, auditable and technically valid.

**Notes:**

It is recognised that some Awarding Organisations provide supplementary guidance and documentation to centres to support the quality of assessment and verification practice of occupational competence units

**Quality Control of Assessment****General**

There are two major points where an Awarding Organisation interacts with the Centre in relation to the External Quality Control of Assessment and these are:

- Approval - when a Centre take on new qualifications/units, the Awarding Organisation, normally through an External Verifier (EV) ensures that the Centre is suitably equipped and prepared to deliver the new units/qualification
- Monitoring - throughout the ongoing delivery of the qualification/units the Awarding Organisation, through EV monitoring and other mechanisms must maintain the quality and consistency of assessment of the units/qualification

**Approval**

In granting Approval, the Awarding Organisation, normally through its External Verifiers (EV)

Must ensure that the prospective Centre:

- Meets the requirements of the Qualification Regulator
- Has sufficient and appropriate physical and staff resources
- Meets relevant health and safety and/or equality and access requirements
- Has a robust plan for the delivery of the qualification/units

The Awarding Organisation may visit the Centre to view evidence or may undertake this via other means.

The Awarding Organisation must have a clear rationale for the method(s) deployed

**Monitoring**

The Awarding Organisation, through EV monitoring and other mechanisms must ensure:

- that a strategy is developed and deployed for the ongoing Awarding Organisation monitoring of the Centre. This strategy must be based on an active risk assessment of the Centre. In particular the strategy must identify the learner's, assessors and Internal Verifier sampling strategy to be deployed and the rationale behind this
- that the Centre's internal quality assurance processes are effective in learner's assessment
- that sanctions are applied to a Centre where necessary and that corrective actions are taken by the Centre and monitored by the Awarding Organisation/EV
- that reviews of Awarding Organisation's external auditing arrangements are undertaken



## Annexe C: Personal, Learning and Thinking Skills mapping

PLTS Mapping will follow in the final version of the specification.

PLTS \ Units	1 L2	2 L2	3 L2	4 L2	5 L2	6 L2	7 L2	8 L2	9 L2	10 L2	11 L2	12 L2	13 L2	14 L2	15 L2	16 L2	17 L2	18 L2	19 L2	20 L2	21 L2	19 L2
<b>Independent Enquirers</b>																						
1 identify questions to answer and problems to resolve																						
2 plan and carry out research, appreciating the consequences of decisions																						
3 explore issues, events or problems from different perspectives																						
4 analyse and evaluate information, judging its relevance and value																						
5 consider the influence of circumstances, beliefs and feelings on decisions and events																						
6 support conclusions, using reasoned arguments and evidence																						
<b>Creative Thinkers</b>																						
1 generate ideas and explore possibilities																						
2 ask questions to extend their thinking																						
3 connect their own and others' ideas and experiences in inventive ways																						
4 question their own and others' assumptions																						
5 try out alternatives or new solutions and follow ideas through																						
6 adapt ideas as circumstances change																						
<b>Reflective Learners</b>																						
1 assess themselves and others, identifying opportunities and achievements																						
2 set goals with success criteria for their development and work																						
3 review progress, acting on the outcomes																						
4 invite feedback and deal positively with praise, setbacks and criticism																						
5 evaluate experiences and learning to inform future progress																						
6 communicate their learning in relevant ways for different audiences																						



PLTS	Units	23 L2	24 L2	25 L2	26 L2	27 L2	28 L2	29 L2	30 L2	31 L2	32 L2	33 L2	34 L2	35 L2	36 L2	37 L1	38 L1	39 L2	40 L2	41 L2	42 L2	43 L2	44 L2
<b>Team Workers</b>																							
1	collaborate with others to work towards common goals																						
2	reach agreements, managing discussions to achieve results																						
3	adapt behaviour to suit different roles and situations, including leadership roles																						
4	show fairness and consideration to others																						
5	take responsibility, showing confidence in themselves and their contribution																						
6	provide constructive support and feedback to others																						
<b>Self-Managers</b>																							
1	seek out challenges or new responsibilities and show flexibility when priorities change																						
2	work towards goals, showing initiative, commitment and perseverance																						
3	organise time and resources, prioritising actions																						
4	anticipate, take and manage risks																						
5	deal with competing pressures, including personal and work-related demands																						
6	respond positively to change, seeking advice and support when needed																						
7	manage their emotions, and build and maintain relationships																						
<b>Effective Participants</b>																							
1	discuss issues of concern, seeking resolution where needed																						
2	present a persuasive case for action																						
3	propose practical ways forward, breaking these down into manageable steps																						
4	identify improvements that would benefit others as well as themselves																						
5	try to influence others, negotiating and balancing diverse views to reach workable solutions																						
6	act as an advocate for views and beliefs that may differ from their own																						

DRAFT

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