

Pearson Edexcel Level 2 NVQ Diploma in Accessing Operations and Rigging (Construction)

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

Specification

NVQ/Competence-based qualification

First registration June 2013

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson Edexcel Level 2 NVQ Diploma in Accessing Operations and Rigging (Construction) (QCF)

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

The QNs remain the same.

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Summary of Pearson Edexcel Level 2 and 3 NVQ Diploma in Accessing Operations and Rigging (Construction) specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	2
Reference to credit transfer within the QCF removed	8
QCF references removed from unit titles and unit levels in all units	11
Guided learning definition updated	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification	1
Introducing Pearson Edexcel NVQ/Competence-based qualifications	2
What are NVQ/Competence-based qualifications?	2
Sizes of NVQ/Competence-based qualifications	2
2 Qualification summary and key information	4
3 Qualification rationale	6
Qualification objectives	6
Relationship with previous qualifications	6
Apprenticeships	6
Progression opportunities	7
Industry support and recognition	7
Relationship with National Occupational Standards	7
4 Qualification structures	8
Pearson Edexcel Level 2 NVQ Diploma in Accessing Operations and Rigging (Construction)	8
Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction)	16
5 Programme delivery	25
Elements of good practice	25
Learner recruitment, preparation and support	25
Training and assessment delivery	26
Employer engagement	26
6 Centre resource requirements	27
7 Access and recruitment	28
Prior knowledge, skills and understanding	28
Access to qualifications for learners with disabilities or specific needs	28
8 Assessment	29
Language of assessment	29
Internal assessment	29
Assessment requirements/strategy	30
Types of evidence	31

Appeals	32
Dealing with malpractice	32
Reasonable adjustments to assessment	32
Special consideration	32
9 Centre recognition and approval	34
Centre recognition	34
Approvals agreement	34
10 Quality assurance of centres	35
11 Unit format	36
Unit title	36
Unit reference number	36
Level	36
Credit value	36
Guided learning hours	36
Unit summary	36
Unit assessment requirements/evidence requirements	36
Learning outcomes	36
Assessment criteria	36
Unit 1: Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace	37
Unit 2: Conforming to General Health, Safety and Welfare in the Workplace	46
Unit 3: Conforming to Productive Working Practices in the Workplace	51
Unit 4: Moving, Handling and Storing Resources in the Workplace	55
Unit 5: Erecting and Dismantling Independent Birdcage Scaffolds in the Workplace	61
Unit 6: Erecting and Dismantling Mobile and Static Scaffold Towers in the Workplace	68
Unit 7: Erecting and Dismantling Cantilever Scaffolds in the Workplace	75
Unit 8: Erecting and Dismantling Pavement or Roof Scaffolds in the Workplace	82
Unit 9: Equipping Scaffolds with Safeguards and Environmental Protection in the Workplace	90
Unit 10: Establishing Work Area Protection and Safety in the Workplace	97
Unit 11: Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	104

Unit 12:	Inspecting Scaffolding/Rigging Systems in the Workplace	114
Unit 13:	Erecting and Dismantling Steeplejack Scaffolds in the Workplace	120
Unit 14:	Erecting and Removing Specialised Access Equipment in the Workplace	127
Unit 15:	Installing Temporary Lifting and Suspension Apparatus in the Workplace	135
Unit 16:	Repairing and Maintaining Masonry Structures in the Workplace	143
Unit 17:	Erecting Metal Chimneys in the Workplace	151
Unit 18:	Producing Standard Templets and Moulds in the Workplace	157
Unit 20:	Securing and Using Rope Access Arrangements in the Workplace	163
Unit 21:	Applying Paint Systems by Brush and Roller in the Workplace	170
Unit 22:	Installing Lightening Conductor Systems in the Workplace	177
Unit 23:	Commissioning Lightning Conductor Installation Systems in the Workplace	184
Unit 24:	Locating and Protecting Utilities Apparatus and Sub-structures in the Workplace	190
Unit 25:	Carrying out Checks and/or Basic Maintenance on Plant or Machinery in the Workplace	197
Unit 26:	Installing Permanent Suspended Access Equipment in the Workplace	203
Unit 27:	Using Cradle Access Systems in the Workplace	212
Unit 28:	Installing and Removing Safety Net Rigging in the Workplace	218
Unit 29:	Preparing and Operating Scissor-type Mobile Elevating Work Platforms – MEWP – in the Workplace	225
Unit 30:	Preparing and Operating Boom-type Mobile Elevating Work Platforms – MEWP – in the Workplace	232
Unit 31:	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms – MEWP – in the Workplace	239
Unit 32:	Installing and Setting up Provision for Fall Protection in the Workplace	246
Unit 33:	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	253
Unit 34:	Developing and Maintaining Good Occupational Working Relationships in the Workplace	258
Unit 35:	Confirming the Occupational Method of Work in the Workplace	262
Unit 36:	Erecting Specialised, Designed Scaffolds and Rigging in the Workplace	267
Unit 37:	Erecting and Dismantling Overhead Scaffolds in the Workplace	275

Unit 38: Erecting and Dismantling Falsework Scaffolds in the Workplace	283
Unit 39: Erecting and Dismantling Shoring Scaffolds in the Workplace	289
Unit 40: Erecting and Dismantling Temporary Roof Scaffolds in the Workplace	296
Unit 41: Carrying Out Site Measurements and Evaluations in the Workplace	303
Unit 42: Erecting and Dismantling Steeplejack Scaffolds for Multi-faceted Surfaces in the Workplace	309
Unit 43: Installing Electrical Earthing Systems in the Workplace	317
Unit 44: Devising and Erecting Specialised Rigging/Scaffolding Systems in the Workplace	324
Unit 45: Erecting and Dismantling Access/Working Platforms in the Workplace	332
Unit 46: Inspecting and Testing Lightning Protection Systems in the Workplace	340
Unit 47: Demolishing/ Dismantling Masonry and Concrete Structures in the Workplace	348
Unit 48: Producing Complex Templets and Moulds in the Workplace	354
Unit 49: Installing Sheet Metal Cladding to Chimneys or Ducting in the Workplace	361
Unit 50: Installing Ducting and Flue Systems in the Workplace	368
Unit 51: Maintaining Slate and Tile Roofing in the Workplace	375
12 Further information and useful publications	382
13 Professional development and training	383
14 Contact us	385
Annexe A: Consolidated Assessment Strategy for Construction and the Built Environment	386

Purpose of this specification

This specification sets out:

- the objectives of the qualifications
- any other qualifications that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualifications
- the combination of units that a learner must have completed before the qualification 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 Framework in which the qualifications are included, where appropriate.

Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

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

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

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

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

Sizes of NVQ/Competence-based qualifications

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

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

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

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

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

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

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

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Accessing Operations and Rigging (Construction)
Qualification Number (QN)	600/9084/4
Regulation start date	10/05/2013
Operational start date	01/06/2013
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	55
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	550
Guided learning hours	184
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction)
Qualification Number (QN)	600/9375/4
Regulation start date	21/05/2013
Operational start date	01/06/2013
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	96
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	960
Guided learning hours	321
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7, Access and Recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

3 Qualification rationale

Qualification objectives

The Pearson Edexcel Level 2 and Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction) are for learners who work in, or who want to work in, the construction and built environment sector. The qualifications are appropriate for employees in the construction and built environment sector working across a broad range of areas. They are designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

The qualifications give learners the opportunity to:

- develop and demonstrate competence in the construction and built environment sector, for example as lightning protection engineers, scaffolders, steeplejacks
- develop technical skills and knowledge and understanding related to the specified job roles in construction and the built environment
- have existing skills recognised
- achieve a nationally-recognised qualification
- develop personal growth and engagement in learning.

Relationship with previous qualifications

The Pearson Edexcel Level 2 NVQ Diploma in Accessing Operations and Rigging (Construction) replaces the Pearson Edexcel Level 2 NVQ Diploma in Accessing Operations and Rigging (Construction) (QCF), which has expired. The Pearson Edexcel Level 3 NVQ Diploma in Accessing Operations and Rigging remains unchanged.

Apprenticeships

ConstructionSkills includes the Pearson Edexcel Level 2 NVQ Diploma in Accessing Operations and Rigging (Construction) as a component for the Intermediate Apprenticeship in Construction Specialist.

Progression opportunities

These qualifications allow learners to demonstrate competence in accessing operations and rigging at a level required by the construction and built environment industry. Learners can progress across the level and size of the construction and built environment competence and knowledge qualifications, for example occupational work supervision or construction site supervision NVQs, and into other occupational areas such as team leading and management.

Industry support and recognition

These qualifications are supported by ConstructionSkills, the Sector Skills Council for construction and the built environment.

Relationship with National Occupational Standards

These qualifications are based on the National Occupational Standards (NOS), which were set and designed by ConstructionSkills.

4 Qualification structures

Pearson Edexcel Level 2 NVQ Diploma in Accessing Operations and Rigging (Construction)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded. Learners may also take additional units although they are not necessary to achieve the qualification.

Minimum number of credits that must be achieved	55
Minimum number of credits that must be achieved at level 2 or above	53
Minimum number of mandatory credits that must be achieved for all pathways	27
Minimum number of credits for each pathway:	
Pathway 1 – Scaffolding	73
Pathway 2 – Steeplejacking	66
Pathway 3 – Lightening Conductor Engineer	76
Pathway 4 – Rigging: Suspended Access Equipment – Temporary	55
Pathway 5 – Rigging: Suspended Access Equipment – Permanent	43
Pathway 6 – Safety Net Rigging	28
Pathway 7 – Fall Arrest	31
Pathway 8 – Offshore Scaffolding	73

Unit	Unit reference number	Group A – mandatory units for all pathways	Level	Credit	Guided learning hours
1	M/600/8303	Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace	2	17	57
2	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
3	J/503/1169	Conforming to Productive Working Practices in the Workplace	2	3	10
4	F/503/1171	Moving, Handling and Storing Resources in the Workplace	2	5	17
Unit	Unit reference number	Pathway 1 (Scaffolding) (Mandatory units)	Level	Credit	Guided learning hours
5	D/600/8264	Erecting and Dismantling Independent and Birdcage Scaffolds in the Workplace	2	19	63
6	T/600/8271	Erecting and Dismantling Mobile and Static Scaffold Towers in the Workplace	2	16	53
7	R/600/8276	Erecting and Dismantling Cantilever Scaffolds in the Workplace	2	19	63
8	M/600/8298	Erecting and Dismantling Pavement or Roof Scaffolds in the Workplace	2	19	63
Unit	Unit reference number	Pathway 1 (Scaffolding) (additional units)	Level	Credit	Guided learning hours
9	J/600/8341	Equipping Scaffolds With Safeguards and Environmental Protection in the Workplace	2	14	47
10	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	2	10	33
11	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
12	F/503/9920	Inspecting Scaffolding/ Rigging Systems in the Workplace	3	21	7

Unit	Unit reference number	Pathway 2 (Steeplejacking) (Mandatory units)	Level	Credit	Guided learning hours
13	J/503/9921	Erecting and Dismantling Basic Steeplejack Scaffolds in the Workplace	2	19	63
14	L/503/9922	Erecting and Removing Specialist Access Equipment in the Workplace	2	22	73
15	Y/600/8327	Installing Temporary Lifting and Suspension Apparatus in the Workplace	2	25	83
Unit	Unit reference number	Pathway 2 (Steeplejacking) (additional units)	Level	Credit	Guided learning hours
11	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
16	L/503/9550	Repairing and Maintaining Masonry Structures in the Workplace	2	22	73
17	L/600/7577	Erecting Metal Chimneys in the Workplace	2	95	317
18	H/503/2944	Producing Standard Templets and Moulds in the Workplace	3	21	70
19	M/503/3126	Repairing Basic Stonemasonry Structures in the Workplace	2	19	63
20	D/600/8300	Securing and Using Rope Access Arrangements in the Workplace	2	19	63
21	H/503/9683	Applying Paint Systems By Brush And Roller in the Workplace	2	22	73

Unit	Unit reference number	Pathway 3 (Lightning Conductor Engineer) (Mandatory units)	Level	Credit	Guided learning hours
14	L/503/9922	Erecting and Removing Specialist Access Equipment in the Workplace	2	22	73
22	Y/600/8330	Installing Lightning Conductor Systems in the Workplace	2	20	67
23	J/600/8338	Commissioning Lightning Conductor Installation Systems in the Workplace	2	22	73
24	A/503/9639	Locating and Protecting Utilities Apparatus and Substructures in the Workplace	2	12	40
Unit	Unit reference number	Pathway 3 (Lightning Conductor Engineer) (additional units)	Level	Credit	Guided learning hours
15	Y/600/8327	Installing Temporary Lifting and Suspension Apparatus in the Workplace	2	25	83
20	D/600/8300	Securing and Using Rope Access Arrangements in the Workplace	2	19	63

Unit	Unit reference number	Pathway 4 (Rigging: Suspended Access Equipment (Temporary) (Mandatory units))	Level	Credit	Guided learning hours
14	L/503/9922	Erecting and Removing Specialist Access Equipment in the Workplace	2	22	73
15	Y/600/8327	Installing Temporary Lifting and Suspension Apparatus in the Workplace	2	25	83
Unit	Unit reference number	Pathway 4 (Rigging: Suspended Access Equipment (Temporary) (Optional units))	Level	Credit	Guided learning hours
6	T/600/8271	Erecting and Dismantling Mobile and Static Scaffold Towers in the Workplace	2	16	53
10	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	2	10	33
25	J/600/7111	Carrying Out Checks and/or Basic Maintenance on Plant or Machinery in the Workplace	2	8	27
Unit	Unit reference number	Pathway 4 (Rigging: Suspended Access Equipment (Temporary) (additional unit))	Level	Credit	Guided learning hours
11	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33

Unit	Unit reference number	Pathway 5 (Rigging: Suspended Access Equipment (Permanent) (Mandatory units))	Level	Credit	Guided learning hours
26	T/600/8349	Installing Permanent Suspended Access Equipment in the Workplace	2	16	53
27	M/600/8351	Using Cradle Access Systems in the Workplace	2	19	23
Unit	Unit reference number	Pathway 5 (Rigging: Suspended Access Equipment (Permanent) (Optional units))	Level	Credit	Guided learning hours
6	T/600/8271	Erecting and Dismantling Mobile and Static Scaffold Towers in the Workplace	2	16	53
10	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	2	10	33
25	J/600/7111	Carrying Out Checks and/or Basic Maintenance on Plant or Machinery in the Workplace	2	8	27
Unit	Unit reference number	Pathway 5 (Rigging: Suspended Access Equipment (Permanent) (additional unit))	Level	Credit	Guided learning hours
11	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
Unit	Unit reference number	Pathway 6 (Safety Net Rigging) (Mandatory unit)	Level	Credit	Guided learning hours
28	J/600/8291	Installing and Removing Safety Net Rigging in the Workplace	2	16	53

Unit	Unit reference number	Pathway 6 (Safety Net Rigging) (Optional units)	Level	Credit	Guided learning hours
29	K/506/4648	Preparing and Operating Scissor-Type Mobile Elevating Work Platforms – MEWP – in the Workplace	2	12	40
30	M/506/4649	Preparing and Operating Boom-Type Mobile Elevating Work Platforms – MEWP – in the Workplace	2	14	47
31	H/506/4650	Preparing and Operating Mast Climber-Type Mobile Elevating Work Platforms – MEWP – in the Workplace	2	12	40
Unit	Unit reference number	Pathway 7 (Fall Arrest) (Mandatory unit)	Level	Credit	Guided learning hours
32	Y/600/8294	Installing and Setting Up Provision for Fall Protection in the Workplace	2	19	63
Unit	Unit reference number	Pathway 7 (Fall Arrest) (Optional units)	Level	Credit	Guided learning hours
29	K/506/4648	Preparing and Operating Scissor-Type Mobile Elevating Work Platforms – MEWP – in the Workplace	2	12	40
30	M/506/4649	Preparing and Operating Boom-Type Mobile Elevating Work Platforms – MEWP – in the Workplace	2	14	47
31	H/506/4650	Preparing and Operating Mast Climber-Type Mobile Elevating Work Platforms – MEWP – in the Workplace	2	12	40
Unit	Unit reference number	Pathway 7 (Fall Arrest) (additional unit)	Level	Credit	Guided learning hours
28	J/600/8291	Installing and Removing Safety Net Rigging in the Workplace	2	16	53

Unit	Unit reference number	Pathway 8 (Offshore Scaffolding) (Mandatory units)	Level	Credit	Guided learning hours
5	D/600/8264	Erecting and Dismantling Independent and Birdcage Scaffolds in the Workplace	2	19	63
6	T/600/8271	Erecting and Dismantling Mobile and Static Scaffold Towers in the Workplace	2	16	53
7	R/600/8276	Erecting and Dismantling Cantilever Scaffolds in the Workplace	2	19	63
Unit	Unit reference number	Pathway 8 (Offshore Scaffolding) (Optional units)	Level	Credit	Guided learning hours
8	M/600/8298	Erecting and Dismantling Pavement or Roof Scaffolds in the Workplace	2	19	63
15	Y/600/8327	Installing Temporary Lifting and Suspension Apparatus in the Workplace	2	25	83
20	D/600/8300	Securing and Using Rope Access Arrangements in the Workplace	2	19	63
Unit	Unit reference number	Pathway 8 (Offshore Scaffolding) (additional units)	Level	Credit	Guided learning hours
9	J/600/8341	Equipping Scaffolds With Safeguards and Environmental Protection in the Workplace	2	14	47
11	R/506/3929	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	10	33
12	F/503/9920	Inspecting Scaffolding/ Rigging Systems in the Workplace	3	21	7-

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

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded. Learners may also take additional units although they are not necessary to achieve the qualification.

Minimum number of credits that must be achieved	96
Minimum number of credits that must be achieved at level 2 or above	69
Minimum number of mandatory credits that must be achieved for all pathways	48
Minimum number of credits for each pathway:	
Pathway 1 – Scaffolding	69
Pathway 2 – Steeplejacking	138
Pathway 3 – Lightning Conductor Engineer	103
Pathway 4 – Rigging – Temporary Suspended Access Equipment	72
Pathway 5 – Lightning Protective Systems Inspecting and Testing	48

Unit	Unit reference number	Group A – mandatory units	Level	Credit	Guided learning hours
1	M/600/8303	Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace	2	17	57
2	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2	7
33	A/503/2772	Conforming Work Activities and Resources for an Occupational Work Area in the Workplace	3	10	33
34	M/503/2915	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8	27
35	R/503/2924	Confirming the Occupational Method of Work in the Workplace	3	11	27

Unit	Unit reference number	Pathway 1 (Scaffolding and Offshore Scaffolding) (Mandatory unit)	Level	Credit	Guided learning hours
36	L/600/8261	Erecting Specialised, Designed Scaffolds and Rigging in the Workplace	3	25	83
Unit	Unit reference number	Pathway 1 (Scaffolding and Offshore Scaffolding) (Optional units)	Level	Credit	Guided learning hours
37	H/600/8265	Erecting and Dismantling Overhead Scaffolds in the Workplace	3	25	83
38	K/600/8266	Erecting and Dismantling Falsework Scaffolds in the Workplace	3	23	77
39	T/600/8268	Erecting and Dismantling Shoring Scaffolds in the Workplace	3	26	87
40	A/600/8272	Erecting and Dismantling Temporary Roof Scaffolds in the Workplace	3	21	70
Unit	Unit reference number	Pathway 1 (Scaffolding and Offshore Scaffolding) (additional unit)	Level	Credit	Guided learning hours
12	F/503/9920	Inspecting Scaffolding/ Rigging Systems in the Workplace	3	21	7-

Unit	Unit reference number	Pathway 2 (Steeplejacking) (Mandatory units)	Level	Credit	Guided learning hours
12	F/503/9920	Inspecting Scaffolding/Rigging Systems in the Workplace	3	21	7-
14	L/503/9922	Erecting and Removing Specialist Access Equipment in the Workplace	2	22	73
15	Y/600/8327	Installing Temporary Lifting and Suspension Apparatus in the Workplace	2	25	83
36	L/600/8261	Erecting Specialised, Designed Scaffolds and Rigging in the Workplace	3	25	83
41	L/503/9919	Carrying Out Site Measurements and Evaluations in the Workplace	3	19	63
42	L/600/8275	Erecting and Dismantling Steeplejack Scaffolds for Multi-faceted Surfaces in the workplace	3	26	87
Unit	Unit reference number	Pathway 2 (Steeplejacking) (additional units)	Level	Credit	Guided learning hours
17	L/600/7577	Erecting Metal Chimneys in the Workplace	2	95	317
18	H/503/2944	Producing Standard Templets and Moulds in the Workplace	3	21	70
20	D/600/8300	Securing and Using Rope Access Arrangements in the Workplace	2	19	63
47	T/503/2639	Demolishing/Dismantling Masonry and Concrete Structures in the Workplace	2	19	63
48	T/503/9929	Producing Complex Templets and Moulds in the Workplace	3	33	110
49	M/600/8284	Installing Sheet Metal Cladding to Chimneys or Ducting in the Workplace	3	25	83
50	J/600/8288	Installing Ducting and Flue Systems in the Workplace	3	25	83
51	K/503/9538	Maintaining Slate and Tile Roofing in the Workplace	2	14	47

Unit	Unit reference number	Pathway 3 (Lightning Conductor Engineer) (Mandatory units)	Level	Credit	Guided learning hours
14	L/503/9922	Erecting and Removing Specialist Access Equipment in the Workplace	2	22	73
22	Y/600/8330	Installing lightning conductor Systems in the Workplace	2	20	67
24	A/503/9639	Locating and Protecting Utilities Apparatus and Substructures in the Workplace	2	12	40
41	L/503/9919	Carrying Out Site Measurements and Evaluations in the Workplace	3	19	63
43	Y/600/8280	Installing Electrical Earthing Systems in the Workplace	3	30	100
Unit	Unit reference number	Pathway 3 (Lightning Conductor Engineer) (additional units)	Level	Credit	Guided learning hours
15	Y/600/8327	Installing Temporary Lifting And Suspension Apparatus in the Workplace	2	25	83
20	D/600/8300	Securing and Using Rope Access Arrangements in the Workplace	2	19	63
Unit	Unit reference number	Pathway 4 Rigging: Temporary Suspended Access Equipment (Mandatory units)	Level	Credit	Guided learning hours
12	F/503/9920	Inspecting Scaffolding/ Rigging Systems in the Workplace	3	21	7-
36	L/600/8261	Erecting Specialised, Designed Scaffolds and Rigging in the Workplace	3	25	83
44	K/600/8283	Devising and Erecting Specialised Rigging/Scaffolding Systems in the Workplace	3	26	87

Unit	Unit reference number	Pathway 5 Lightning Protective Systems Inspecting and Testing (Mandatory units)	Level	Credit	Guided learning hours
41	L/503/9919	Carrying Out Site Measurements and Evaluations in the Workplace	3	19	63
45	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8	27
46	R/503/9923	Inspecting and Testing Lightning Protection Systems in the Workplace	3	21	70
Unit	Unit reference number	Pathway 5 Lightning Protective Systems Inspecting and Testing (additional units)	Level	Credit	Guided learning hours
15	Y/600/8327	Installing Temporary Lifting and Suspension Apparatus in the workplace	2	25	83
20	D/600/8300	Securing and Using Rope Access Arrangements in the Workplace	2	19	63

Unit endorsements for the Pearson Edexcel NVQ Diplomas in Accessing Operations and Rigging (Construction)

Unit 1: Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace

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

- Scaffolding
- Steeplejacking
- Lightning conductor engineering
- Rigging – suspended access equipment
- Safety net rigging
- Fall arrest
- Offshore scaffolding.

Plus two of the following endorsements:

- Scaffold/rigging
- Secured steelwork structures
- Wire and rope systems
- Permanent anchorage points
- Temporary anchorage points
- Track systems
- Proprietary systems.

Unit 5: Erecting and Dismantling Independent and Birdcage Scaffolds in the Workplace

One of the following endorsements is required:

- Tube and fitting
- Systems scaffold.

Unit 6: Erecting and Dismantling Mobile and Static Scaffold Towers in the Workplace

One of the following endorsements is required:

- Tube and fitting
- Systems scaffold.

Unit 7: Erecting and Dismantling Cantilever Scaffolds in the Workplace

One of the following endorsements is required:

- Cantilever truss out
- Cantilever drop
- Cantilever fan.

Unit 8: Erecting and Dismantling Pavement or Roof Scaffolds in the Workplace

One of the following endorsements is required:

- Tube and fitting
- Systems scaffold
- Gantries
- Saddles.

Unit 10: Establishing Work Area Protection and Safety in the Workplace

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

- Rigging – suspended access equipment.

Unit 11: Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace

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

- Slinger signaller – Rigging – suspended access equipment only
- Slinger signaller – Scaffolding only
- Slinger signaller – Steeplejacking only
- Slinger signaller – Offshore scaffolding only.

Unit 13: Erecting and Dismantling Steeplejack Scaffolds in the Workplace

One of the following endorsements is required:

- Tube and fitting
- Systems scaffold.

Unit 14: Erecting and Removing Specialist Access Equipment in the Workplace

One of the following endorsements is required:

- Steeplejacking (Vertical ladders, roof ladders)
- Lightning conductor engineering (Roof ladders, tower scaffolds, crawler boards)
- Rigging – suspended access equipment (Suspended platforms).

Unit 15: Installing Temporary Lifting and Suspension Apparatus in the Workplace

Two of the following endorsements are required:

- Block and tackle material lifting gear (manual and mechanical)
- Cradle suspensions
- Rope access equipment
- Bosun's seats
- Winches
- Counterbalance lifting systems
- Suspended platforms.

Unit 16: Repairing and Maintaining Masonry Structures in the Workplace

One of the following endorsements is required:

- Brick and blockwork
- Local style structures.

Unit 17: Erecting Metal Chimneys in the Workplace

One of the following endorsements is required:

- Mechanically joined
- Welded.

Unit 21: Applying Paint Systems by Brush and Roller in the Workplace

One of the following endorsements is required:

- Decorative finishing
- Industrial painting.

Unit 25: Carrying out Checks and/or Basic Maintenance on Plant or Machinery in the Workplace

One of the following endorsements is required:

- Cradle access systems
- Travelling gantries
- Jib and rail systems.

Unit 26: Installing Permanent Suspended Access Equipment in the Workplace

One of the following endorsements is required:

- Gantries
- Ladders
- Cradles
- Davits
- Building maintenance units (BMUs).

Unit 27: Using Cradle Access Systems in the Workplace

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

- Scaffolding
- Steeplejacking
- Lightning conductor engineering
- Rigging – suspended access equipment
- Safety net rigging
- Fall arrest
- Offshore scaffolding.

Plus one of the following endorsements:

- Cradle access systems
- Travelling gantries

- Jib and rail systems
- Building maintenance units (BMUs).

Unit 30: Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace

One of the following endorsements is required:

- Mobile elevated working platform boom vehicle mounted
- Mobile elevated working platform boom self-propelled.

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.

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

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes the following.

- 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

Good practice in relation to training and assessment delivery includes the following.

- 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.
- 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

Good practice in relation to employer engagement includes the following.

- 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.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment 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*. 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 qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to 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.

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

Prior knowledge, skills and understanding

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

Access to qualifications for learners with disabilities or specific needs

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 qualification, the learner must achieve all the units required in the stated qualification structures.

Language of assessment

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

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy*, available on our website.

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.

Internal assessment

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:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the 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.
- a combination of these.

Assessment requirements/strategy

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

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment 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 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. Please see *Section 12, Further information and useful publications* for details.

Appeals

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

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website.

Dealing with malpractice

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. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

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

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

Both documents are on our website.

Special consideration

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.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson 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 Pearson vocational qualifications is available at qualifications.pearson.com.

Approvals agreement

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

10 Quality assurance of centres

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

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

Centres offering competence-based qualifications will 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 qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

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

Level

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

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

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.

Unit 1:

Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace

Unit reference number: M/600/8303

Level: 2

Credit value: 17

Guided learning hours: 57

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in utilising provision of fall protection systems and/or equipment in the workplace 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 utilising provision of fall protection systems and/or equipment to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own occupational area of work and two of the following endorsements:

- Scaffold/rigging
- Secured steelwork structures
- Wire and rope systems
- Permanent anchorage points
- Temporary anchorage points
- Track systems
- Proprietary systems.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 utilising provision of fall protection systems and/or equipment	1.1	Interpret and extract information from plans, drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, regulations and official guidance associated with the provision of fall protection systems 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when utilising provision of fall protection systems and/or equipment	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Avoid risk by maintaining safe working practices when utilising provision of fall protection systems and/or equipment	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when utilising provision of fall protection systems and/or equipment			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to utilising provision of fall protection systems and/or equipment, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 2:

Conforming to General Health, Safety and Welfare in the Workplace

Unit reference number: A/503/1170

Level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace 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	Comply with all workplace health, safety and welfare legislation requirements	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area			
		1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements			
		1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment			
		1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			
		1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area			
		1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work			
2	Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures			
		2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities			
		2.3	List the current Health and Safety Executive top ten safety risks			
		2.4	List the current Health and Safety Executive top five health risks			
		2.5	State how changing circumstances within the workplace could cause hazards			
		2.6	State the methods used for reporting changed circumstances, hazards and incidents in the workplace			
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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> • dealing with accidents and emergencies associated with the work and environment • methods of receiving or sourcing information • reporting • stopping work • evacuation • fire risks and safe exit procedures • consultation and feedback 			
		3.7 State the appropriate types of fire extinguishers relevant to the work			
		3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare			
		4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> • recognising when to stop work in the face of serious and imminent danger to self and/or others • contributing to discussions and providing feedback • reporting changed circumstances and incidents in the workplace • complying with the environmental requirements of the workplace 			
		4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Comply with and support all organisational security arrangements and approved procedures	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> • during the working day • on completion of the day's work • for unauthorised personnel (other operatives and the general public) • theft 			
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resource			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3:

Conforming to Productive Working Practices in the Workplace

Unit reference number: J/503/1169

Level: 2

Credit value: 3

Guided learning hours: 10

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.

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			
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"> • using resources for own and other's work requirements • allocating appropriate work to employees • organising the work sequence • reducing carbon emissions 			
		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"> • job cards • worksheets • material/resource lists • time sheet 			
		3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales			
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"> • individuals • customer and operative • operative and line management • own and other occupations 			
		4.4	Describe why it is important to work effectively with line management, colleagues and customers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Moving, Handling and Storing Resources in the Workplace

Unit reference number: F/503/1171

Level: 2

Credit value: 5

Guided learning hours: 17

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.

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			
2	Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resource	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> 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 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3		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			
	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"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.5	Describe 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
		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			
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"> lifting and handling aids container(s) fixing, holding and securing systems 			
		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			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 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"> • progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme 			
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"> • moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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"> • sheet material • loose material • bagged or wrapped material • fragile material • tools and equipment • components • liquids 			
		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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 5: Erecting and Dismantling Independent Birdcage Scaffolds in the Workplace

Unit reference number: D/600/8264

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling independent birdcage scaffolds 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 utilising provision of fall protection systems and/or equipment 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:

- Tube and fitting
- Systems scaffold

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 independent and birdcage scaffolds	1.1	Interpret and extract information from drawings and sketches, method statements, risk assessments, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings and sketches, method statements, risk assessments, specifications, schedules, manufacturers' information, regulations and official guidance associated with scaffolding work 			
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling independent and birdcage scaffolds	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 independent and birdcage scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling independent and birdcage scaffold			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling independent and birdcage scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle independent and birdcage scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting and dismantling independent and birdcage scaffolds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect and dismantle independent and birdcage scaffolds to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling independent and birdcage scaffolds: <ul style="list-style-type: none"> measuring, setting out, assembling, fixing, positioning, securing and removing 			
		7.2	Erect and dismantle independent and birdcage scaffolds to given working instructions using either of the following materials and component make-up: <ul style="list-style-type: none"> tube and fitting systems scaffold 			

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"> confirm the area to erect the independent and birdcage scaffolds confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered identify the technical differences between independent and birdcage scaffolds confirm the materials and component make-up (tube and fitting, systems scaffolds) set out and prepare for the erection of independent and birdcage scaffolds erect and secure scaffolds for use by other occupations erect designed and un-designed scaffolds (limitations and formula) dismantle and remove independent and birdcage scaffolds visually inspect fall protection equipment install and test anchors and ties use hand tools and ancillary equipment work at height use access equipment 			
		7.4 Safely use and store materials, hand tools and ancillary equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling independent and birdcage scaffolds		
		7.6	Describe how to maintain the tools and equipment used when erecting and dismantling independent and birdcage scaffolds		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 6: Erecting and Dismantling Mobile and Static Scaffold Towers in the Workplace

Unit reference number: T/600/8271

Level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling mobile and static scaffold towers 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 utilising provision of fall protection systems and/or equipment 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:

- Tube and fitting
- Systems scaffold.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 mobile and static scaffold tower	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, method statements, risk assessments, specifications, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling mobile and static scaffold towers	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when erecting and dismantling mobile and static scaffold towers	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 mobile and static scaffold tower			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling mobile and static scaffold towers, 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 mobile and static scaffold towers	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment and access equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle mobile and static scaffold towers			
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling mobile and static scaffold towers	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 current legislation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting and dismantling mobile and static scaffold towers	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect and dismantle mobile and static scaffold towers to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling mobile and static scaffold towers: <ul style="list-style-type: none"> measuring, setting out, assembling, fixing, positioning, securing and removing 			
		7.2	Erect and dismantle mobile and static scaffold towers to given working instructions using either of the following materials and component make-up: <ul style="list-style-type: none"> tube and fitting systems scaffold 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • confirm the area to erect the scaffold tower • confirm that the stability of the foundation/structure on which the scaffold tower (mobile and static) will be erected and secured has been considered • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • identify base and height ratio's • employ outriggers • install and test anchors and ties • erect scaffold towers for support and access • erect and secure the scaffold for the use of other occupations • move mobile scaffold towers • erect designed and un-designed scaffold towers (limitations and formula) • dismantle and remove scaffold tower • visually inspect fall protection equipment • use hand tools and ancillary equipment • work at height • use access equipment (mobile and static) 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Erecting and Dismantling Cantilever Scaffolds in the Workplace

Unit reference number: R/600/8276

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling cantilever scaffolds 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 utilising provision of fall protection systems and/or equipment 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:

- Cantilever truss out
- Cantilever drop
- Cantilever fan.

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 cantilever scaffolds	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, method statements, risk assessments, specifications, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work 			
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling cantilever scaffolds	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 cantilever scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling cantilever scaffold			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling cantilever scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle cantilever scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting and dismantling cantilever scaffolds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect and dismantle cantilever scaffolds to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling cantilever scaffolds: <ul style="list-style-type: none"> measuring, setting out, assembling, fixing, positioning, securing and removing 			
		7.2	Erect and dismantle one of the following cantilever scaffolds, to given working instructions, using either tube and fitting or systems scaffold: <ul style="list-style-type: none"> cantilever truss out cantilever drop cantilever fan 			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Erecting and Dismantling Pavement or Roof Scaffolds in the Workplace

Unit reference number: M/600/8298

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling pavement or roof scaffolds 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 utilising provision of fall protection systems and/or equipment 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:

- Tube and fitting
- Systems scaffold
- Gantries
- Saddles.

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 pavement or roof scaffold	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, standards, regulations and official guidance associated with scaffolding work 			
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling pavement or roof scaffold	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe their responsibilities under current legislation and official guidance when dealing with the public			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.4	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when erecting and dismantling pavement or roof scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling pavement or roof scaffold			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling pavement or roof scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle pavement or roof scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment and access equipment			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting and dismantling pavement or roof scaffolds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect and dismantle pavement or roof scaffolds to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling pavement or roof scaffolds: <ul style="list-style-type: none"> measuring, setting out, assembling, fixing, positioning, securing and removing 			
		7.2	Erect and dismantle pavement or roof scaffolds to given working instructions using either of the following materials and component make-up: <ul style="list-style-type: none"> tube and fitting systems scaffold 			
		7.3	Erect and dismantle gantries or saddles			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • confirm the area to erect the pavement or roof scaffold. • confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • erect, secure, dismantle and remove scaffold structure • erect, secure, dismantle and remove gantries and saddles for pavement and roof scaffolds • erect and secure the scaffold for the use of other occupations • erect designed and un-designed scaffolds (limitations and formula) • deal with the public • visually inspect fall protection equipment • install and test anchors and ties • use hand tools and ancillary equipment • work at height • use access equipment 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9:

Level: 2

Guided learning hours: 47

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in equipping scaffolds with safeguards and environmental protection in the workplace within the relevant sector of industry.

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

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

- Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of utilising provision of fall protection systems and/or equipment to be effective and reliable when confirming a learner's competence.

90

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 equipping scaffolds with safeguards and environmental protection	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with the provision of safeguards and protection 			
2	Know how to comply with relevant legislation and official guidance when equipping scaffolds with safeguards and environmental protection	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 equipping scaffolds with safeguards and environmental protection	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when equipping scaffolds with safeguards and environmental protection			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to equipping scaffolds with safeguards and environmental protection, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to equip scaffolds with safeguards and environmental protection	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • plastic canvas, sheeting and netting • boards and timber-based sheets • tubes, fittings, clamps, couplers, anchors and ties • rope, cord and tape • protection equipment • hand tools and ancillary equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to equip scaffolding with operational safeguards and environmental protection			
5	Minimise the risk of damage to the work and surrounding area when equipping scaffolds with safeguards and environmental protection	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 current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when equipping scaffolds with safeguards and environmental protection	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to equip scaffolds with safeguards and environmental protection to the required specification	7.1	Demonstrate the following work skills when equipping scaffolds with safeguards and environmental protection: <ul style="list-style-type: none"> measuring, positioning, fitting, securing, dismantling and removing 			
		7.2	Install and remove scaffolding guards, barriers and screens to given working instructions relating to: <ul style="list-style-type: none"> public protection worker protection environmental protection 			

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"> • identify the requirements and confirm materials and method for fitting guards and barriers for the protection of the public, workers and environment • measure and prepare for fitting guards, barriers and screens • position, fit and secure guards, barriers and screens • dismantle and remove guards, barriers and screens • erect designed and un-designed scaffolds (limitations and formula) • install and test anchors and ties • visually inspect fall protection equipment • use hand tools and ancillary equipment • work at height • use access equipment 			
		7.4 Safely use and store materials, hand tools and protection equipment.			
		7.5 State the needs of other occupations and how to communicate within a team when equipping scaffolds with safeguards and environmental protection			
		7.6 Describe how to maintain the tools and equipment used when equipping scaffolds with safeguards and environmental protection			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 10: Establishing Work Area Protection and Safety in the Workplace

Unit reference number: T/503/9560

Level: 2

Credit value: 10

Guided learning hours: 33

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.

Plus against one other endorsement.

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"> drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas 			
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"> 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 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3		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			
	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"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to 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	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • safety and security barriers • protection and safety notices • temporary structures • signs and lighting • hand and/or powered 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 length and area associated with the method/procedures to carry out extracting operations using skid steer			

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			
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 describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
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"> measuring, setting out, positioning, assembling, constructing, securing and dismantling 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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"> • protection and safety notices • safety lighting 			
		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			
		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"> • plan for the protection and the safety of the work and surrounding environment • install, check and maintain the protection and safety equipment • dismantle and remove protection and safety equipment • install safety notices • install lighting systems • use hand tools, power tools and equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when 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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 11: Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace

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

Level: 2

Credit value: 10

Guided learning hours: 33

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.

This unit is designed for those undertaking slinger/signaller duties in a secondary or part-time role in support of a learner's main occupation. Other units of competence exist for those undertaking slinging and signalling as a main occupation.

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 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"> drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice 			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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"> 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 			
		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			
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"> safe use and storage of tools and equipment safe use, storage and handling of lifting accessories safe use of access equipment specific risks to health 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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">• collective protective measures• personal protective equipment (PPE)• respiratory protective equipment (RPE)• local exhaust ventilation (LEV)			
		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			
5	Select the required quantity and quality of resources to prepare for and when slinging and signalling load	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">• lifting accessories• signalling and communication equipment• hand tools and ancillary equipment			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			
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			
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"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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"> 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 			
		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"> balanced unbalanced loose bundled container drum a load where the machine operator cannot observe its full movement path 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.5 Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: <ul style="list-style-type: none"> • balanced • unbalanced • loose • bundled • container • drum • a load where the machine operator cannot observe its full movement path 			
		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"> • 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 • confirm the authority, duties and responsibilities allocated • identify characteristics of lifting equipment and lifting accessories • identify and interpret valid certification for maintenance, inspection and thorough examination 			

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"> • lift and transfer people • sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator • communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios) • confirm methods of communication • recognise blind-spots, potential crush zones and other limitations to driver visibility • consider the load characteristics including centre of gravity and lifting points to determine the method of slinging • determine and check the route of the load before and during the lift including distances, clearances and landing position 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>8.8 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"> • select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids • identify rejection criteria for removing lifting accessories from service • recognise and determine when specific skills and knowledge are required and report accordingly • attach lifting accessories and sling loads securely • ensure balance and stability of loads • attach and use load guidance equipment (tag lines) • guide and place suspended loads by recognised methods of communication and agreed operational procedures • land and position loads safely and securely • remove and store lifting accessories • use hand tools and ancillary equipment 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 12:

Inspecting Scaffolding/Rigging Systems in the Workplace

Unit reference number: F/503/9920

Level: 3

Credit value: 21

Guided learning hours: 70

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in inspecting scaffolding/rigging systems in the workplace 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 inspecting scaffolding/rigging systems	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method 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"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding/rigging 			
2	Know how to comply with relevant legislation and official guidance when inspecting scaffolding/rigging systems	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			
3	Maintain safe and healthy working practices when inspecting scaffolding/rigging system	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when inspecting scaffolding/rigging systems			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to inspecting scaffolding/rigging systems, and the types, purpose and limitations of each type			
		3.3	Describe how the relevant personal protective equipment (PPE) should be used in accordance with given instructions			
		3.4	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to inspect scaffolding/rigging systems	4.1	Select resources associated with own work equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> inspection and recording equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resource			
		4.5	Describe any potential hazards associated with the resources and methods of work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when inspecting scaffolding/rigging systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when inspecting scaffolding/rigging systems	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"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to inspect scaffolding/rigging systems to the required specification	7.1	Demonstrate the following work skills when inspecting scaffolding/rigging systems: <ul style="list-style-type: none"> measuring, checking and recording 			
		7.2	Inspect scaffolding/rigging systems for compliance with current legislation and issue an inspection or thorough examination certificate			
		7.3	Safely use materials, tools and inspection and recording equipment			
		7.4	Safely store the materials, tools and equipment used when inspecting scaffolding/rigging systems			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Erecting and Dismantling Steeplejack Scaffolds in the Workplace

Unit reference number: J/503/9921

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling steeplejack scaffolds 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:

- Tube and fitting
- Systems scaffold.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 steeplejack scaffolds	1.1	Interpret and extract information from drawings, method statements, risk assessments, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, regulations and official guidance associated with steeplejack scaffold work 			
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling steeplejack scaffolds	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe and healthy working practices when erecting and dismantling steeplejack scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting and dismantling steeplejack scaffolds			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to erecting and dismantling steeplejack scaffolds, and the types, purpose and limitations of each type			
		3.3	Describe how the relevant personal protective equipment (PPE) should be used in accordance with given instructions			
		3.4	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle steeplejack scaffolds	4.1	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment and access equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting and dismantling steeplejack scaffolds	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"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect and dismantle steeplejack scaffolds to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling steeplejack scaffolds: <ul style="list-style-type: none"> measuring, setting out, assembling, fixing, positioning, securing and removing 			
		7.2	Erect and dismantle steeplejack scaffolds to given working instructions using either of the following materials and component make-up: <ul style="list-style-type: none"> tube and fitting systems scaffold 			
		7.3	Safely use materials, hand tools, ancillary equipment and access equipment			
		7.4	Safely store the materials, tools and equipment used when erecting and dismantling steeplejack scaffolds			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify and confirm the area to erect the steeplejack scaffold • confirm that stability of the foundation/structure on which the scaffold will be erected and secured has been considered • confirm materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for scaffold structures • dismantle and remove steeplejack scaffold structures • visually check fall protection equipment • install and test anchors and ties • use hand tools and ancillary equipment • work at height • use access equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when erecting and dismantling steeplejack scaffolds			
		7.7 Describe how to maintain the tools and equipment used when erecting and dismantling steeplejack scaffolds			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Erecting and Removing Specialised Access Equipment in the Workplace

Unit reference number: L/503/9922

Level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

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

Steeplejacking: vertical ladders, roof ladders

Lightning conductor engineering: roof ladders, tower scaffolds and crawler boards

Rigging – suspended access equipment: suspended platforms

Rigging – structures used in entertainment: vertical ladders, rope ladders and crawler boards.

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 removing specialist access equipment	1.1	Interpret and extract information from drawings, method statements, risk assessments, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, regulations and official guidance associated with accessing work 			
2	Know how to comply with relevant legislation and official guidance when erecting and removing specialist access equipment	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3		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			
	Maintain safe and healthy working practices when erecting and removing specialist access equipment	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting and removing specialist access equipment			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to erecting and removing specialist access equipment, and the types, purpose and limitations of each type			
		3.3	Describe how the relevant personal protective equipment (PPE) should be used in accordance with given instructions			
		3.4	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 erect and remove specialist access equipment	4.1	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, 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"> vertical ladders roof ladders crawler boards rope ladders cradles bosun's seats decking frames associated securing materials (rope, lashings, clamps, anchors and ties) hand tools and ancillary equipment 			
		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 resource			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity and length associated with the method/procedure to erect and remove specialist access equipment			

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Installing Temporary Lifting and Suspension Apparatus in the Workplace

Unit reference number: Y/600/8327

Level: 2

Credit value: 25

Guided learning hours: 83

Unit summary

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

- Block and tackle material lifting gear (manual and mechanical)
- Cradle suspensions
- Rope access equipment
- Bosun's seats
- Winches
- Counterbalance lifting systems
- Suspended platforms.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 temporary lifting and suspension apparatus	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with temporary lifting and suspension work 			
2	Know how to comply with relevant legislation and official guidance when installing temporary lifting and suspension apparatus	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 temporary lifting and suspension apparatus	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 temporary lifting and suspension apparatus			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing temporary lifting and suspension apparatus, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to install temporary lifting and suspension apparatus	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • wire and fibre ropes • chains and slings • winches and pulley blocks • counterbalance systems • decking, planks, rails, boards, bosun's seats • associated securing materials (lashing, clamps, anchors, ties) • hand tools and equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity and length associated with the method/procedure to install temporary lifting and suspension apparatus			
5	Minimise the risk of damage to the work and surrounding area when installing temporary lifting and suspension apparatus	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when installing temporary lifting and suspension apparatus	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to install temporary lifting and suspension apparatus to the required specification	7.1	Demonstrate the following work skills when installing temporary lifting and suspension apparatus: <ul style="list-style-type: none"> measuring, setting out, positioning, checking, operating, securing, dismantling and removing 			
		7.2	Install and remove temporary lifting and suspension apparatus to given working instructions, relating to two of the following: <ul style="list-style-type: none"> block and tackle material lifting gear (manual and mechanical) cradle suspensions rope access equipment bosun's seats winches counterbalance lifting systems suspended platform 			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16:

Repairing and Maintaining Masonry Structures in the Workplace

Unit reference number: L/503/9550

Level: 3

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in repairing and maintaining masonry structures 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:

- Brick
- Block
- Local style.

Plus against three of the following:

- Match existing materials
- Continue existing bonding
- Match existing quality of structure
- Form openings
- Prop existing walls and floors
- Form internal and external angles.

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 and maintaining masonry structures	1.1	Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings 			
2	Know how to comply with relevant legislation and official guidance when repairing and maintaining masonry structures	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe and healthy working practices when repairing and maintaining masonry structures	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 repairing and maintaining masonry structures			
		3.2	Comply with information relating to specific risks to health when repairing and maintaining masonry structures			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing and maintaining masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to repair and maintain masonry structures	4.1	Select resources associated with own work in relation to materials, components and fixings, and 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"> bricks, blocks, natural stones, mortars, sand, lime, additives, frames, insulation, damp-proof barriers, lintels, fixings and ties hand and/or powered tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair and maintain masonry structure			
5	Minimise the risk of damage to the work and surrounding area when repairing and maintaining masonry structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedure			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 repairing and maintaining masonry structures	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"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to repair and maintain masonry structures to the required specification	7.1	Demonstrate the following work skills when repairing and maintaining masonry structures: <ul style="list-style-type: none"> measuring, marking out, removing, laying, positioning and securing 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.2 Repair and maintain existing brick, and/or block masonry and/or local style structures to given working instructions for three of the following: <ul style="list-style-type: none"> • match existing materials • continue existing bonding • match existing quality of structure • form openings • prop existing walls and floors • form internal and external angles 			
		7.3 Safely use materials, hand tools, portable power tools and ancillary equipment			
		7.4 Safely store the materials, tools and equipment used when repairing and maintaining masonry structures			

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"> • repair and maintain existing masonry structures in brick, traditional and thin joint blocks or local materials and styles • form joint finishes • form openings • prop existing walls and floors • form internal and external angles • dress surfaces • form finishes • mortar mix ratios (volume, gauge boxes and colour) • work with plant and machinery • use hand tools, power tools and equipment • work at height • use access equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when repairing and maintaining masonry structures			
		7.7 Describe how to maintain the tools and equipment used when repairing and maintaining masonry structures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Erecting Metal Chimneys in the Workplace

Unit reference number: L/600/7577

Level: 2

Credit value: 95

Guided learning hours: 217

Unit summary

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

Unit assessment requirements/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 erecting metal chimneys to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against of the following endorsements:

- Mechanically joined
- Welded.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 metal chimneys	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, regulations and official guidance associated with erecting chimneys 			
2	Know how to comply with relevant legislation and official guidance when erecting metal chimneys	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting metal chimneys	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting metal chimneys	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect metal chimneys to the required specification	7.1	Demonstrate the following work skills when erecting metal chimneys: <ul style="list-style-type: none"> measuring, marking out, fitting, finishing, positioning and securing 			
		7.2	Erect metal chimney structures, mechanically joined and/or welded, to the given working instructions			

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"> • erect and dismantle metal chimney structures mechanically joined and/or welded • provide temporary support • carry out remedial preparation and making good to the building structure • install and test anchors and ties • work with lifting equipment and accessories • use hand tools, power tools and equipment • work at height • use access equipment 			
		7.4 Safely use and store materials, hand tools, portable power tools and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when erecting metal chimneys			
		7.6 Describe how to maintain the tools and equipment used when erecting metal chimneys			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 18: Producing Standard Templets and Moulds in the Workplace

Unit reference number: H/503/2944

Level: 2

Credit value: 21

Guided learning hours: 70

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing standard templets and moulds 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 producing standard templets and moulds	1.1	Interpret and extract relevant information from drawings, specifications, schedules and risk assessments			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, technical information and appropriate regulations 			
2	Know how to comply with relevant legislation and official guidance when producing standard templets and moulds	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, with tools and equipment, with materials and substances and with movement/storage of materials 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when producing standard templets and moulds	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when producing standard templets and moulds			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing standard templets and moulds, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instruction			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, occupational injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to produce standard templets and moulds	4.1	Select resources associated with own work in relation to materials, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • sheet zinc • sheet plastic • card • hand tools and equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, volume, area and wastage associated with the method/procedure to produce standard templates and moulds			
5	Minimise the risk of damage to the work and surrounding area when producing standard templates and moulds	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	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
x6	Complete the work within the allocated time when producing standard templets and moulds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to produce standard templets and moulds to the required specification	7.1	Demonstrate the following work skills when producing standard templets and moulds: <ul style="list-style-type: none"> measuring, marking out, cutting and finishing 			
		7.2	Produce basic section bed and face moulds to given working instructions for: <ul style="list-style-type: none"> natural stone components, shaped true and square and moulded straight with stop ends and returns 			
		7.3	Safely use materials, hand tools and/or ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when producing standard templets and moulds			
		7.5	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> produce templets and moulds for natural stone components to obtain true and square surfaces, mouldings, mouldings with returned and stopped ends and curved mouldings geometrically produce profiles e.g. Roman (true curve) record relevant information on templet use hand tools and ancillary equipment 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Securing and Using Rope Access Arrangements in the Workplace

Unit reference number: **D/600/8300**

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in securing and using rope access arrangements in the workplace 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 securing and using rope access arrangements 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 securing and using rope access arrangements	1.1	Interpret and extract information from specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> specifications, method statements, risk assessments, schedules, manufacturers' information and regulations for working at height 			
2	Know how to comply with relevant legislation and official guidance when securing and using rope access arrangements	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when securing and using rope access arrangements	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when securing and using rope access arrangements			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to securing and using rope access arrangements, and the types, purpose and limitations of each type.			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, occupational injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to secure and use rope access arrangements	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> ropes fixing and securing components anchors and ties hand tools ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when securing and using rope access arrangements	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to secure and use rope access arrangements to the required specification	7.1	Demonstrate the following work skills when securing and using rope access arrangements: <ul style="list-style-type: none"> measuring, setting out, positioning, fixing, securing, testing and removing manoeuvring by descent/ascent, changing-over, rope to rope, transferring and passing the knot, re-belaying, deviating and aid climbing 			
		7.2	Secure and use rope access arrangements to carry out manoeuvres to given working instructions			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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"> confirm the method of rope accessing to be arranged and used position and set out fit, fix and secure test and use ascend and descend safely and securely using approved techniques and following recognised codes of practice take down and remove rope access arrangement visually inspect fall protection equipment install and test ties and anchors identify the test and use criteria for rope access equipment apply the hierarchy of control measures for working at height apply rescue plans relating to methods of access use hand tools, ropes and ancillary equipment work at height use access equipment 			
		7.4 Safely use and store materials, ropes and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when securing and using rope access arrangements			
		7.6 Describe how to maintain the tools and equipment used when securing and using rope access arrangements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 21:

Applying Paint Systems by Brush and Roller in the Workplace

Unit reference number: H/503/9683

Level: 2

Credit value: 23

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying paint systems by brush and roller 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:

- Decorative finishing
- Industrial painting.

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 paint systems by brush and/or roller	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements 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"> specifications, current legislation, risk assessments, method statements and manufacturers' information 			
2	Know how to comply with relevant legislation and official guidance when applying paint systems by brush and/or roller	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> 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 			
		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 applying paint systems by brush and/or roller	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 applying paint systems by brush and/or roller			
		3.2	Comply with information relating to specific risks to health when applying paint systems by brush and/or roller			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush and/or roller, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		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 apply paint systems by brush and/or roller	4.1	Select resources associated with own work in relation to materials, 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"> • water-borne and solvent-borne coatings • primers, intermediate coatings (undercoats) and finishes (single pack coatings) • single-product systems (e.g. emulsions, varnishes) • solvents/thinners • knotting, proprietary sealers • brushes, rollers and other associated equipment • protective sheeting and masking materials • access equipment • hand tools and associated 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 of materials required associated with the method/procedure to paint by brush and roller			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying paint systems by brush and/or roller	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 applying paint systems by brush and/or roller	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"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to apply paint systems by brush and/or roller to the required specification	7.1	Demonstrate the following work skills when applying paint systems by brush and/or roller: <ul style="list-style-type: none"> mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.2 Apply water-borne and/or solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, for: <ul style="list-style-type: none"> linear/trim/narrow-runs and broad areas by brush and/or roller 			
		7.3 Safely use materials, tools and associated equipment			
		7.4 Safely store the materials, tools and equipment used when applying paint systems by brush and/or roller			
		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"> establish access requirements check suitability of previously prepared surfaces prepare and apply water-borne and solvent-borne coatings by brush and roller prepare coatings with activators coat broad areas, linear/trim/narrow runs test wet and dry film thickness identify how atmospheric conditions affect coatings and their application process identify the working life of prepared materials use access equipment use brushes, rollers and associated tools and equipment 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when applying paint systems by brush and roller		
		7.7	Describe how to maintain brushes, rollers and the associated tools and equipment used when applying paint systems by brush and/or roller		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 22: Installing Lightning Conductor Systems in the Workplace

Unit reference number: Y/600/8330

Level: 2

Credit value: 20

Guided learning hours: 67

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing lightning conductor systems in the workplace 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 lightning conductor systems 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 lightning conductor systems	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with lightning conductor work 			
2	Know how to comply with relevant legislation and official guidance when installing lightning conductor systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when installing lightning conductor 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 lightning conductor systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing lightning conductor systems, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazard			
4	Select the required quantity and quality of resources for the methods of work to install lightning conductor system	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • air terminations: • stainless metals (plain, sheathed, coated) • rods, tapes, cables, clamps, bonds, fixings • earth terminations: • copper and copper clad • rods, tapes, cables, clamps, bonds, fixings, welding materials, riveted joints, earth pits • plastics, adhesives, inhibiting pastes, adhesive tapes, screws, plugs, nuts, bolts • hand tools, powered tools and ancillary equipment 			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when installing lightning conductor systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to install lightning conductor systems to the required specification	7.1	Demonstrate the following work skills when installing lightning conductor systems: <ul style="list-style-type: none"> cleaning, dressing, measuring, forming, cutting, drilling, plugging, driving, positioning, clamping, bonding, securing, welding and testing 			
		7.2	Install components to the structural fabric to given working instructions, including: <ul style="list-style-type: none"> air terminations down conductors earthing bonding 			

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"> • identify types of structure and the structural fabric • confirm the means of access to carry out the work • confirm the type of lightning conductor components and how they are to be installed • prepare the component parts to be installed • measure, position, fit and secure the components to specification and requirements • visually inspect fall protection equipment • use hand tools, powered tools, test instruments and ancillary equipment • work at height • use access equipment 			
		7.4 Safely use and store materials, hand tools, powered tools and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when installing lightning conductor systems			
		7.6 Describe how to maintain the tools and equipment used when installing lightning conductor systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 23: Commissioning Lightning Conductor Installation Systems in the Workplace

Unit reference number: J/600/8338

Level: 2

Credit value: 22

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in commissioning lightning conductor installations 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 commissioning lightning conductor installation systems 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 commissioning lightning conductor installation systems	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with lightning conductor work 			
2	Know how to comply with relevant legislation and official guidance when commissioning lightning conductor installation systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when commissioning lightning conductor installation 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 commissioning lightning conductor installation systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to commissioning lightning conductor installation 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 hazard			
4	Select the required quantity and quality of resources for the methods of work to commission lightning conductor installation systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • test instruments and equipment • hand tools, power tools and ancillary equipment 			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Describe how to calculate quantity and length associated with the method/procedure to commission lightning conductor installation systems			
5	Minimise the risk of damage to the work and surrounding area when commissioning lightning conductor installation 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 current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when commissioning lightning conductor installation systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to commission lightning conductor installation systems to the required specification	7.1	Demonstrate the following work skills when commissioning lightning conductor installation systems: <ul style="list-style-type: none"> inspecting, testing, measuring and recording 			
		7.2	Commission lightning conductor installations to given working instructions for the following: <ul style="list-style-type: none"> air terminations down conductors earthing bonding 			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> identify the lightning conductor installation system (including surge/transient protection) confirm the means of access to carry out the work survey and carry out visual inspection of the lightning conductor system use test instruments and ancillary equipment carry out tests for continuity, resistances, impedance visually inspect fall protection equipment use hand tools, powered tools and ancillary equipment use test instruments work at height use access equipment 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 24: Locating and Protecting Utilities Apparatus and Sub-structures in the Workplace

Unit reference number: A/503/9639

Level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in locating and protecting utilities apparatus and sub-structures 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.

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 locating and protecting utilities apparatus and sub-structures	1.1	Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules, survey information and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, risk assessments, method statements, organisational and manufacturers' information and regulations governing utilities 			
2	Know how to comply with relevant legislation and official guidance when locating and protecting utilities apparatus and sub-structures	2.1	Describe their responsibilities regarding potential accidents and health hazards whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials 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			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with locating and protecting utilities apparatus and sub-structures as relevant to the operations.			
4	Select the required quantity and quality of resources for the methods of work to locate and protect utilities apparatus and sub-structures	4.1	Select resources associated with own work in relation to materials and components, tools and equipment, and electronic location instruments			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • electronic instruments • marking and protection materials • hand and/or powered tools and equipment • ancillary equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
5	Minimise the risk of damage to the work and surrounding area when locating and protecting utilities apparatus and sub-structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 locating and protecting utilities apparatus and sub-structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to locate and protect utilities apparatus and sub-structures to the required specification	7.1	Demonstrate the following work skills when locating and protecting utilities apparatus and sub-structures: <ul style="list-style-type: none"> measuring, locating, marking out, positioning, protecting and securing 			
		7.2	Locate and protect sub-surface and/or overhead utilities apparatus to given working instructions, relating to: <ul style="list-style-type: none"> gas, fuel, electric, communications, water and sewage 			
		7.3	Safely use materials, hand tools, portable power tools, ancillary equipment and electronic instruments			
		7.4	Safely store the materials, tools and equipment used when locating and protecting utilities apparatus and sub-structures			

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"> • ensure electronic equipment is calibrated • identify utilities apparatus and sub-structures by electronic location, trial holes and visual • confirm the type of service (gas, fuel, electric, communication, water, sewage) • confirm structures (foundations, manholes, inspection chambers, joint/junction boxes) • confirm any natural environment (tree roots, natural watercourse) • mark the location of the service apparatus and sub-structures • provide for the recognition and protection of the service apparatus, sub-structure, and the natural environment during operational activities • use hand tools, power tools and equipment • work at height 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when locating and protecting utilities apparatus and sub-structures			
		7.7 Describe how to maintain the tools and equipment used when locating and protecting utilities apparatus and sub-structures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Carrying out Checks and/or Basic Maintenance on Plant or Machinery in the Workplace

Unit reference number: J/600/7111

Level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in carrying out checks and/or basic maintenance on plant or machinery 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 carrying out checks and/or basic maintenance on plant or machinery 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	Work safely at all times when carrying out checks and/or basic maintenance on plant or machinery	1.1	Comply with current legislation, Approved Codes of Practice and organisational procedures			
		1.2	Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when carrying out checks and/or basic maintenance on plant or machinery			
		1.3	Explain why and when personal protective equipment (PPE) should be used, relating to the carrying out of checks and/or basic maintenance on plant or machinery, and the types, purpose and limitations of each type			
		1.4	Safely use, store and secure hand tools and ancillary equipment			
2	Know how to comply with relevant health and safety legislation and official guidance when carrying out checks and/or basic maintenance on plant or machinery	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, with tools, plant or machinery and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the reasons for devising and complying with risk and COSHH assessments and how this can encourage safe working practices			
		2.3	Describe the organisational security procedures for tools, equipment and personal belongings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3		2.4	State what the accident reporting procedures are and who is responsible for making reports			
		2.5	State how hazards and emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
	Follow the relevant maintenance schedules for the required work when carrying out checks and/or basic maintenance on plant or machinery	3.1	Interpret and extract information from specifications, schedules, organisational procedures and manufacturers' information relating to the work being carried out			
		3.2	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		3.3	Describe different types of checks and maintenance information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> specifications, schedules, manufacturers' information and organisational procedures 			
		3.4	Describe the organisational procedures to solve problems with the information and why it is important they are followed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Carry out checks and/or basic maintenance activities within the limits of their personal authority in the specified sequence and agreed timescale	4.1	Demonstrate the following work skills when carrying out checks and/or basic maintenance on plant or machinery: <ul style="list-style-type: none"> replenishing, replacing, applying, lubricating, cleaning and securing 			
		4.2	Carry out operator checks and/or basic maintenance tasks on standard or specialised plant or machinery to given working instructions as directed by the employer/ supervisor or authorised person			
		4.3	Describe how to follow maintenance authorisation, apply safe work practices, follow procedures, report problems and establish the authority and responsibility needed to: <ul style="list-style-type: none"> clean and prepare areas and components for maintenance replenish fuels, lubricants, fluids and coolants replace parts recycle components fit fastening systems, pins, bolts, nuts, washers and consumable items complete functional checks in accordance with equipment operating and care and control procedures complete reports and records use hand tools and ancillary equipment 			
		4.4	Complete the checks and/or basic maintenance activities within the estimated allocated time and to the required standards and accuracy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	State the needs of other occupations and how to communicate within a team when carrying out checks and/or basic maintenance on plant or machinery			
		4.6	Describe how maintain the tools and equipment used when carrying out checks and/or basic maintenance on plant or machinery			
5	Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule when carrying out checks and/or basic maintenance on plant or machinery	5.1	Report problems and defects beyond their area of responsibility			
		5.2	Describe the different ways that problems with maintenance procedures and problems associated with resources can be reported			
6	Complete relevant maintenance records accurately and pass them on to the appropriate person when carrying out checks and/or basic maintenance on plant or machinery	6.1	Record and report maintenance tasks in accordance with organisational procedures and manufacturer's requirements			
		6.2	State the procedure to complete checks and maintenance records and what the reporting lines and procedures are within the organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Dispose of waste materials in accordance with safe working practices and approved procedures when carrying out checks and/or basic maintenance on plant or machinery	7.1	Protect the work and its surrounding area from damage			
		7.2	Minimise damage and maintain a clean work space			
		7.3	Dispose of waste in accordance with legislation			
		7.4	Describe what the waste disposal procedures are, and how and why the disposal of waste should be carried out safely and how it is achieved			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Installing Permanent Suspended Access Equipment in the Workplace

Unit reference number: T/600/8349

Level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing permanent suspended access 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 – 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 permanent suspended access equipment 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:

- Gantries
- Ladders
- Cradles
- Davits
- Building maintenance units (BMUs).

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 permanent suspended access equipment	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with the installation of suspended access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing permanent suspended access equipment	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when installing permanent suspended access equipment	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing permanent suspended access equipment			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing permanent suspended access equipment, and the types, purpose and limitations of each type.			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install permanent suspended access equipment	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • prefabricated structures • self-assembled components • associated materials for installation • anchors and ties • access equipment • hand tools and ancillary equipment 			
		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 permanent suspended access equipment			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install permanent suspended access equipment to the required specification	7.1	Demonstrate the following work skills when installing permanent suspended access equipment: <ul style="list-style-type: none"> measuring, setting out, erecting, assembling, fixing, securing, testing and commissioning 			
		7.2	Install permanent, suspended access equipment to given working instructions for one of the following: <ul style="list-style-type: none"> gantries ladders cradles davits building maintenance units (BMUs) 			

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"> • plan and set out the permanent, suspended access equipment for installation (gantries, ladders, cradles, davits and building maintenance units [BMUs]) • arrange and make provision for services and power for the installation • assemble and install the suspended access equipment • test and commission equipment for hand over • visually inspect fall protection equipment • install and test anchors and ties • use hand tools and ancillary equipment • work at height • use access equipment 			
		7.4 Safely use and store materials, hand tools and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when installing permanent suspended access equipment			
		7.6 Describe how to maintain the tools and equipment used when installing permanent suspended access equipment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 27: Using Cradle Access Systems in the Workplace

Unit reference number: M/600/8351

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in using cradle access 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 using cradle access 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 own area of work and one of the following endorsements:

- Cradle access systems
- Travelling gantries
- Jib and rail systems
- Building maintenance units (BMUs).

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 using cradle access systems	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, risk assessments, method statements, schedules, manufacturers' information, standards, regulations and official guidance 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation, special legal status documents, official guidance and organisational procedures when using cradle access systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when using cradle access 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 using cradle access systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to using cradle access 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			
4	Minimise the risk of damage to the work and surrounding area when using cradle access systems	4.1	Protect the work and its surrounding area from damage			
		4.2	Describe how to protect work from damage and the purpose of protection in relation to general workplace manoeuvring activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Carry out pre-use preparation inspections on equipment in accordance with given procedures when using cradle access systems	5.1	Demonstrate the following work skills when carrying out pre-use preparation inspections on cradle access systems: <ul style="list-style-type: none"> inspecting, checking and recording 			
		5.2	Prepare suspended access systems for use to given operating instructions, relating to one of the following: <ul style="list-style-type: none"> cradle access systems travelling gantries jib and rail systems building maintenance units (BMUs) 			
		5.3	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"> confirm position and operations (cradle access systems, travelling gantries, jib and rail systems and building maintenance units [BMUs]) inspect and check operational performance and security visually inspect fall protection equipment 			
6	Know how to select the required quantity and quality of resources for the methods of work when using cradle access systems	6.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> cradle access systems travelling gantries jib and rail systems building maintenance units (BMUs) hand tools and ancillary equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.2	State how the resources should be used correctly, how problems associated with the resources and information are reported and how the organisational procedures are used			
7	Operate equipment in accordance with safe working practices to achieve the work using cradle access systems	7.1	Demonstrate the following work skills when using cradle access systems: <ul style="list-style-type: none"> manoeuvring, positioning and shutting down 			
		7.2	Operate suspended access systems to carry out the occupational area of work to given operating instructions for one of the following: <ul style="list-style-type: none"> cradle access systems travelling gantries jib and rail systems building maintenance units (BMUs) 			
		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"> operate and utilise the system shut down and secure the system use hand tools and ancillary equipment work at height use access equipment 			
		7.4	State the needs of other occupations and how to communicate within a team when using cradle access systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Complete the work within the work within the allocated time when using cradle access systems	8.1	Demonstrate completion of the work within the allocated time			
		8.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 28: Installing and Removing Safety Net Rigging in the Workplace

Unit reference number: A/503/9639

Level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing and removing safety net rigging 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 and removing safety net rigging 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 and removing safety net rigging	1.1	Interpret and extract information from plans, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance 			
2	Know how to comply with relevant legislation and official guidance when installing and removing safety net rigging	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when installing and removing safety net rigging	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing and removing safety net rigging			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing and removing safety net rigging, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to install and remove safety net rigging	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • knotted and knotless netting • fixings and associated materials for supporting and securing the safety netting • associated materials (ropes, anchors, ties, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when installing and removing safety net rigging	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to install and remove safety net rigging to the required specification	7.1	Demonstrate the following work skills when installing and removing safety net rigging: <ul style="list-style-type: none"> measuring, setting out, positioning, assembling, fixing, checking, securing, dismantling and removing 			
		7.2	Set up and remove knotted and/or knotless safety netting, Construction class S, T, U or V, to given working instruction			

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"> confirm type and scope of safety net rigging confirm that the stability of the foundation/structure on which the safety net rigging will be erected and secured has been considered fit, fix and secure the safety net rigging covering area, span, angle, drop distance check the safety net for security dismantle and remove safety net rigging identify the test criteria for safety net rigging, including anchors and ties tie different types of securing knots visually inspect fall protection system install and test anchors and ties apply rescue plans relating to methods of access use hand tools and ancillary equipment work at height use access equipment 			
		7.4 Safely use and store materials, hand tools and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when installing and removing safety net rigging			
		7.6 Describe how to maintain the tools and equipment used when installing and removing safety net rigging			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 29: Preparing and Operating Scissor-type Mobile Elevating Work Platforms – MEWP – in the Workplace

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

Level: 2

Credit value: 12

Guided learning hours: 40

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, 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"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platform 			
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"> 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 			
		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			
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"> safe use and storage of plant or machinery safe use and storage of tools and equipment specific risks to health 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		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			
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"> • consumables, lubricants and fuels • attachments and accessing aids • hand tools, ancillary equipment and accessories 			
		5.3 Describe how the resources should be used correctly, how problems associated with the resources are reported			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			
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 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"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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"> checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down 			
		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"> identify the characteristics of the scissor-type MEWP used for accessing work identify valid certification for maintenance, inspection and thorough examination carry out function checks for accessing operation prepare, set up and adjust for operational requirements carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area identify and remain aware of the area of operation to include potential entrapment situations use fall prevention equipment check to avoid damage to structures and utilities service apparatus 			

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"> • position and secure MEWP for accessing operations • recognise and determine when specific skills and knowledge are required and report accordingly • operate, manoeuvre, position, set down and secure • operate and travel on the public highway • shut down and secure the MEWP • use hand tools, ancillary equipment and accessories 			
		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: _____

Date: _____

(if sampled)

Unit 30: Preparing and Operating Boom-type Mobile Elevating Work Platforms – MEWP – in the Workplace

Unit reference number: M/506/4649

Level: 2

Credit value: 14

Guided learning hours: 47

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, 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"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platform 			
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			

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 boom-type MEWPs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		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			
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"> safe use and storage of plant or machinery safe use and storage of tools and equipment specific risks to health 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		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			
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 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"> • consumables, lubricants and fuels • attachments and accessing aids • hand tools, ancillary equipment and accessories 			
		5.3 Describe how the resources should be used correctly, how problems associated with the resources are reported			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			
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 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"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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"> checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down 			
		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"> identify the characteristics of the boom-type MEWP used for accessing work identify valid certification for maintenance, inspection and thorough examination carry out function checks for accessing operation prepare, set up and adjust for operational requirements carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area identify and remain aware of the area of operation to include potential entrapment situations use fall prevention equipment 			

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"> • position and secure MEWP for accessing operations • recognise and determine when specific skills and knowledge are required and report accordingly • operate, manoeuvre, position, set down and secure • operate and travel on the public highway • shut down and secure the MEWP • use hand tools, ancillary equipment and accessories 			
		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: _____

Date: _____

(if sampled)

Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms – MEWP – in the Workplace

Guided learning hours: 40

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.

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"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platform 			
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"> 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 			
		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			
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"> safe use and storage of plant or machinery safe use and storage of tools and equipment specific risks to health 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		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"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		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			
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"> • consumables, lubricants and fuels • attachments and accessing aids • hand tools, ancillary equipment and accessories 			
		5.3 Describe how the resources should be used correctly, how problems associated with the resources are reported			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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			
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"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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"> checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down 			
		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"> identify the characteristics of the mast climber-type MEWP used for accessing work identify valid certification for maintenance, inspection and thorough examination carry out function checks for accessing operation prepare, set up and adjust for operational requirements carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area identify and remain aware of the area of operation to include potential entrapment situations use fall prevention equipment 			

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"> • position and secure MEWP for accessing operations • recognise and determine when specific skills and knowledge are required and report accordingly • operate, manoeuvre, position, set down and secure • operate and travel on the public highway • shut down and secure the MEWP • use hand tools, ancillary equipment and accessories 			
		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: _____

Date: _____

(if sampled)

Unit 32: Installing and Setting up Provision for Fall Protection in the Workplace

Unit reference number: Y/600/8294

Level: 2

Credit value: 19

Guided learning hours: 6

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing and setting up provision for fall protection 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 and setting up provision for fall protection 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 and setting up provision for fall protection	1.1	Interpret and extract information from plans, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, specifications, method statements, risk assessments, schedules, manufacturers' information, permit systems, standards, regulations and official guidance 			
2	Know how to comply with relevant legislation and official guidance when installing and setting up provision for fall protection	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when installing and setting up provision for fall protection	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 and setting up provision for fall protection			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing and removing safety net rigging, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to install and set up provision for fall protection	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • support posts • end terminations • tensioners and swage/swageless fittings • steel or synthetic cable • bolts, rivets, toggles etc. • anchors and ties • fall protection equipment • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to install and set up provision for fall protection			
5	Minimise the risk of damage to the work and surrounding area when installing and setting up provision for fall protection	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 current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing and setting up provision for fall protection	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install and set up provision for fall protection to the required specification	7.1	Demonstrate the following work skills when installing and setting up provision for fall protection: <ul style="list-style-type: none"> measuring, setting out, positioning, installing, fixing, securing, checking and removing 			
		7.2	Install and set up provision for fall protection to given working instructions, using recognised anchor points with: <ul style="list-style-type: none"> scaffold/rigging secured steelwork structures wire and rope systems permanently installed anchorage points temporarily installed anchorage points 			

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"> confirm the area to secure and provide for fall protection anchorage determine/confirm method to provide fall protection select, prepare and install equipment for installation (scaffold/rigging, secured steelwork structures, wire and rope systems, permanent and temporary installed anchorage points) visually inspect fall protection equipment install and test anchors and ties identify the test criteria for fall protection equipment use hand tools and ancillary equipment work at height use access equipment 			
		7.4 Safely use and store hand tools, fall protection equipment and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when installing and setting up provision for fall protection			
		7.6 Describe how to maintain the tools and equipment used when installing and setting up provision for fall protection			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 33: Confirming Work Activities and Resources for an Occupational Work Area in the Workplace

Unit reference number: A/503/2772

Level: 3

Credit value: 10

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in work activities and resources for an occupational work area 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	Identify work activities, assess required resources and plan the sequence of work	1.1	Identify work activities, assess required resources and plan the sequence of work			
		1.2	Identify work activities and formulate a plan for their own sequence of work			
		1.3	Explain the types of work relative to the occupational area and how to identify different work activities			
		1.4	Explain methods of assessing the resources needed from a range of available information			
		1.5	Explain the required information and the different methods used to prepare a work programme relative to the occupational area			
2	Obtain clarification and advice where the resources required are not available	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available			
		2.2	Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Identify work activities which influence each other and make the best use of the resources available	4.1	Determine work activities that have an influence on each other			
		4.2	Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> occupations and/or customers associated with the work tools, plant and/or ancillary equipment materials and components 			
		4.3	Explain different methods and sources that can identify which work activities influence each other			
		4.4	Describe how to determine the sequence of work activities and how long each work activity will take			
		4.5	Describe what zero and low carbon requirements are			
		4.6	Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment			
5	Identify changed circumstances that require alterations to the work programme and justify them to decision makers	5.1	Evaluate project progress against the work programme to identify any changed circumstances			
		5.2	Inform line management and/or customers on the type and extent of any required changes to the work programme			
		5.3	Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements			
		5.4	Explain how to assess contractual/work effects resulting from alterations to the work programme			
		5.5	Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> • colleagues • employers • customers • contractors • suppliers of products and services • other people affected by the work/project 			
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome			
		3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments			
		3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> • progress • results • achievements • occupational problems • occupational opportunities • health and safety requirements • co-ordinated work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Clarify proposals with relevant people and discuss alternative suggestions	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved			
		4.2	Explain the methods of clarifying alternative proposals with relevant people			
		4.3	Explain the methods of suggesting alternative proposals			
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work			
		5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35:

Confirming the Occupational Method of Work in the Workplace

Unit reference number: R/503/2924

Level: 3

Credit value: 11

Guided learning hours: 37

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in the occupational method of work 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 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	Assess available project data accurately to determine the occupational method of work	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work			
		1.2	Explain how to summarise the following project data: <ul style="list-style-type: none"> • required quantities • specifications • detailed drawings • health and safety requirements • timescales • scope of works 			
		1.3	Explain the different methods of assessing available project data			
		1.4	Explain how to use project data to interpret the work method, in relation to: <ul style="list-style-type: none"> • standard work procedures • sequence of work • organisation of resources (people, equipment, materials) • work techniques • working conditions (health, safety and welfare) • risk assessment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Obtain additional information from alternative sources in cases where the available project data is insufficient	2.1	Collect and collate additional information from alternative sources to clarify the work to be carried out			
		2.2	Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> • customers or representatives • suppliers • regulatory authorities • manufacturer's literature 			
3	Identify work methods that will make best use of resources and meet project, statutory and contractual requirements	3.1	Examine potential work methods to carry out the occupational work activity			
		3.2	Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.3 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: <ul style="list-style-type: none"> • health and safety welfare (principles of protection) • fire protection • access and egress • equipment availability • availability of competent workforce • pollution risk • waste and disposal • zero and low carbon outcomes • weather conditions 			
		3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: <ul style="list-style-type: none"> • conforming to statutory requirements • customer and user needs • contract requirements in terms of time, quantity and quality • environmental considerations 			
		3.5 Explain how different methods of work can achieve zero/low carbon outcomes			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Erecting Specialised, Designed Scaffolds and Rigging in the Workplace

Unit reference number: L/600/8261

Level: 3

Credit value: 25

Guided learning hours: 83

Unit summary

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

Unit assessment requirements/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 erecting specialised, designed scaffolds and rigging 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:

- Scaffolding
- Steeplejacking
- Rigging: structures used in entertainment
- Rigging: suspended access equipment
- Off-shore scaffolding.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 specialised, designed scaffolds and rigging	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance 			
2	Know how to comply with relevant legislation and official guidance when erecting specialised, designed scaffolds and rigging	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when erecting specialised, designed scaffolds and rigging	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting specialised, designed scaffolds and rigging			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting specialised, designed scaffolds and rigging, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect specialised, designed scaffolds and rigging	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools, measuring and calculation tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 37: Erecting and Dismantling Overhead Scaffolds in the Workplace

Unit reference number: H/600/8265

Level: 3

Credit value: 25

Guided learning hours: 83

Unit summary

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

- Drop scaffolds
- Hung scaffolds
- Scaffolds to span gaps (bridging)
- Load bearing scaffold
- Scaffolds with restricted access and/or build restrictions
- Truss out.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 overhead scaffolds	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work 			
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling overhead scaffolds	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 overhead scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling overhead scaffolds			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling overhead scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle overhead scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle overhead scaffold structure			
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling overhead scaffolds	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting and dismantling overhead scaffolds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 38: Erecting and Dismantling Falsework Scaffolds in the Workplace

Unit reference number: H/600/8265

Level: 3

Credit value: 23

Guided learning hours: 77

Unit summary

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

- Tube and fitting
- Systems scaffold.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 falsework scaffolds	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work 			
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling falsework scaffolds	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 falsework scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling falsework scaffold			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling falsework scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle falsework scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle falsework scaffolds to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling falsework scaffolds: <ul style="list-style-type: none"> measuring, setting out, assembling, fixing, positioning, securing and removing 			
		7.2	Erect and dismantle tube and fitting and/or systems scaffold to given working instructions to form falsework scaffolds (live loads)			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> identify requirements of scaffold drawings and formula confirm the area to erect falsework scaffolds confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered calculate weight distribution and load balance (live loads) confirm the materials and component make-up (tube and fitting, systems scaffold) set out and prepare for the scaffold structure erect and secure the scaffold for the use of other occupations dismantle and remove falsework scaffolds visually inspect fall protection equipment use hand tools and ancillary equipment work at height use access equipment 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Erecting and Dismantling Shoring Scaffolds in the Workplace

Unit reference number: T/600/8268

Level: 3

Credit value: 26

Guided learning hours: 87

Unit summary

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

- Raking-shore scaffolds
- Flying-shore scaffolds
- Deadshore scaffolds.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 shoring scaffolds	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work 			
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling shoring scaffolds	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 shoring scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling shoring scaffolds			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling shoring scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle shoring scaffold	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting and dismantling shoring scaffolds	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect and dismantle shoring scaffolds to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling shoring scaffolds: <ul style="list-style-type: none"> measuring, setting out, assembling, fixing, positioning, securing and removing 			
		7.2	Erect and dismantle tube and fitting and/or systems scaffold to given working instructions to form two of the following: <ul style="list-style-type: none"> raking-shore scaffolds flying-shore scaffolds deadshore scaffolds 			

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"> • identify requirements of scaffold drawings and formula • confirm the area to erect the shoring scaffold • confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • erect and secure the scaffold for the use of other occupations • dismantle and remove scaffold structure • visually inspect fall protection equipment • install and test ties and anchors • use hand tools and ancillary equipment • work at height • use access equipment 			
		7.4 Safely use and store materials, hand tools and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling shoring scaffolds			
		7.6 Describe how to maintain the tools and equipment used when erecting and dismantling shoring scaffolds			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 40: Erecting and Dismantling Temporary Roof Scaffolds in the Workplace

Unit reference number: A/600/8272

Level: 3

Credit value: 21

Guided learning hours: 70

Unit summary

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

- Tube and fitting
- Systems scaffold.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 temporary roof scaffolds	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work 			
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling temporary roof scaffolds	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 temporary roof scaffolds	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling temporary roof scaffolds			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling temporary roof scaffolds, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle temporary roof scaffolds	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • lifting accessories • hand tools and ancillary equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle temporary roof scaffold structures			
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling temporary roof scaffolds	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when erecting and dismantling temporary roof scaffold	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect and dismantle temporary roof scaffolds to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling temporary roof scaffolds: <ul style="list-style-type: none"> measuring, setting out, assembling, fixing, positioning, securing and removing 			
		7.2	Erect and dismantle tube and fitting and/or systems scaffolds to given working instructions to form: <ul style="list-style-type: none"> mobile temporary roofs prefabricated roof scaffolds beams 			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 41:

Carrying Out Site Measurements and Evaluations in the Workplace

Unit reference number: A/600/8272

Level: 3

Credit value: 19

Guided learning hours: 63

Unit summary

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

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 carrying out site measurements and evaluations	1.1	Interpret and extract information from drawings, specifications, method statements, schedules, manufacturers' information and oral/written instructions			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, manufacturers' information and regulations governing buildings 			
2	Know how to comply with relevant legislation and official guidance when carrying out site measurements and evaluations	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe and healthy working practices when carrying out site measurements and evaluations	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when carrying out site measurements and evaluations			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to carrying out site measurements and evaluations, and the types, purpose and limitations of each type			
		3.3	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to carry out site measurements and evaluations	4.1	Select resources associated with own work in relation to measuring and recording tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> measuring tapes, levels, documentation, materials and components measuring and recording tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resource			
		4.5	Describe any potential hazards associated with the resources and methods of work			

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when carrying out site measurements and evaluations		
		7.7	Describe how to maintain the measuring and recording tools and/or equipment used when carrying out site measurements and evaluations		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 42: Erecting and Dismantling Steeplejack Scaffolds for Multi-faceted Surfaces in the Workplace

Unit reference number: L/600/8275

Level: 3

Credit value: 26

Guided learning hours: 87

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling steeplejack scaffolds for multi-faceted surfaces 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 erecting and dismantling steeplejack scaffolds for multi-faceted surfaces 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:

- Internal multi-faceted surfaces
- External multi-faceted surfaces.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 steeplejack scaffolds for multi-faceted surfaces	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling steeplejack scaffolds for multi-faceted surfaces	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when erecting and dismantling steeplejack scaffolds for multi-faceted surface	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 steeplejack scaffolds for multi-faceted surfaces			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling steeplejack scaffolds for multi-faceted surfaces, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling steeplejack scaffolds for multi-faceted surfaces	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 current legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when erecting and dismantling steeplejack scaffolds for multi-faceted surfaces	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect and dismantle steeplejack scaffolds on multi-faceted surfaces to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling steeplejack scaffolds to multi-faceted surfaces: <ul style="list-style-type: none"> measuring, setting out, assembling, fixing, positioning, securing and removing 			
		7.2	Erect and dismantle tube and fitting and/or systems scaffold for steeplejack scaffolds, to given working instructions, for one of the following: <ul style="list-style-type: none"> internal multi-faceted surfaces external multi-faceted surfaces 			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 43: Installing Electrical Earthing Systems in the Workplace

Unit reference number: Y/600/8280

Level: 3

Credit value: 30

Guided learning hours: 100

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing electrical earthing systems in the workplace 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 electrical earthing systems 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 electrical earthing systems	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with earthing installation work 			
2	Know how to comply with relevant legislation and official guidance when installing electrical earthing systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 electrical earthing systems	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing electrical earthing systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing electrical earthing 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			
4	Select the required quantity and quality of resources for the methods of work to install electrical earthing systems	4.1	Select the required quantity and quality of resources for the methods of work to install electrical earthing systems			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are use			
		4.4	Outline potential hazards associated with the resources and method of work			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install electrical earthing systems to the required specification	7.1	Demonstrate the following work skills when installing electrical earthing systems: <ul style="list-style-type: none"> • cleaning, dressing, measuring, forming, levelling, cutting, drilling, driving, plugging, digging, positioning, clamping, bonding, filling, securing and testing 			
		7.2	Install electrical earthing and earthing cable systems to building structures and commission and test the system to given working instructions, relating to: <ul style="list-style-type: none"> • earth bars • earth rods • earth pits • tapes/cables • lattice earth mats and earth plates • ground conditioning agents • exothermic welded joints 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 44:

Devising and Erecting Specialised Rigging/Scaffolding Systems in the Workplace

Unit reference number: K/600/8283

Level: 3

Credit value: 26

Guided learning hours: 87

Unit summary

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

Unit assessment requirements/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 devising and erecting specialised rigging/scaffolding 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 of the following endorsements:

- Rigging: structures used in entertainment
- Rigging: suspended access equipment.

Plus against one of the following:

- Mobile
- Flying
- Static
- Aquatic.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 devising and erecting specialised rigging/scaffolding systems	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance 			
2	Know how to comply with relevant legislation and official guidance when devising and erecting specialised rigging/scaffolding systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when devising and erecting specialised rigging/scaffolding systems	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when devising and erecting specialised rigging/scaffolding systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to devising and erecting specialised rigging/scaffolding systems, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			
4	Select the required quantity and quality of resources for the methods of work to devise and erect specialised rigging/scaffolding systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • winches • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) • hand tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are use			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when devising and erecting specialised rigging/scaffolding systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to devise and erect specialised rigging/scaffolding systems to the required specification	7.1	Demonstrate the following work skills when devising and erecting specialised rigging/scaffolding systems: <ul style="list-style-type: none"> measuring, setting out, assembling, devising and erecting, fixing, securing and removing 			
		7.2	Devise, erect and dismantle specialised rigging/scaffolding systems to given working instructions for either rigging: structures used in entertainment or rigging: suspended access equipment, relating to one of the following situations: <ul style="list-style-type: none"> mobile flying static aquatic 			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 45: Erecting and Dismantling Access/Working Platforms in the Workplace

Unit reference number: D/600/8281

Level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

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 statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> specifications, current legislation, method statements, risk assessments and manufacturers' information 			
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"> in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms			
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms	5.1	Protect the work and its surrounding area from damage			
		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	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

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

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"> • provide protection to the work area • establish a base for equipment • erect proprietary access equipment to manufacturer's instructions suitable for the work • erect non-proprietary access equipment suitable for the work • place protective screens and notices • check/monitor equipment during the period of use • dismantle and store access equipment • use tools and equipment • work at height 			
		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 46: Inspecting and Testing Lightning Protection Systems in the Workplace

Unit reference number: **R/503/9923**

Level: 3

Credit value: 21

Guided learning hours: 70

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in inspecting and testing lightning protection systems in the workplace 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 inspecting and testing lightning protection 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"> lightning protection system layout drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, earth records, regulations and official guidance associated with lightning conductor work 			
2	Know how to comply with relevant legislation and official guidance when inspecting and testing lightning protection system	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> 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 			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to inspect and test lightning protection systems	4.1	Select resources associated with own work in relation to materials, components and fixings/anchors, and 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"> test instruments and equipment measuring instruments and ancillary equipment hand tools, power tools and ancillary equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe 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 inspect and test lightning protection systems			
5	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when inspecting and testing lightning protection systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to inspect and test lightning protection systems to the required specification	7.1	Demonstrate the following work skills when inspecting and testing lightning protection systems: <ul style="list-style-type: none"> inspecting, testing, measuring, calibrating, calculating, recording and reporting 			
		7.2	Inspect the components of lightning protection systems in the following ways to given working instructions: <ul style="list-style-type: none"> visual detailed 			
		7.3	Safely use materials, hand tools, test equipment/instruments, powered tools and ancillary equipment			
		7.4	Safely check the hand tools, test equipment/instruments, powered tools and ancillary equipment used when inspecting and testing lightning protection systems			
		7.5	Safely store the materials, tools and equipment used when inspecting and testing lightning protection systems			

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

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"> • identify deterioration and damage • identify alterations, additions and repairs to the system • visually inspect fall protection equipment • ensure test instruments and measuring equipment is calibrated • use hand tools, power tools and ancillary equipment • work at height • use access equipment • complete and update documentation and log book including earth records and lightning protection system drawings • write reports 			
		7.8 Describe the needs of other occupations and how to effectively communicate within a team when inspecting and testing lightning protection systems			
		7.9 Describe how to maintain the tools and equipment used when inspecting and testing lightning protection systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 47: Demolishing/ Dismantling Masonry and Concrete Structures in the Workplace

Unit reference number: T/503/2639

Level: 2

Credit value: 19

Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in demolishing/dismantling masonry and concrete structures in the workplace 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 demolishing/dismantling masonry and concrete structures	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements and risk assessments			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, site inductions, tool-box talks, statutory regulations and official guidance relating to segregation and recycling or disposal of waste 			
2	Know how to comply with relevant legislation and official guidance when demolishing/dismantling masonry and concrete structures	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when demolishing/dismantling masonry and concrete structures and describe how and when they are used			
	Maintain safe working practices when demolishing/dismantling masonry and concrete structures	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when demolishing/dismantling masonry and concrete structure			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing/dismantling masonry and concrete structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to demolish/dismantle masonry and concrete structures	4.1	Select resources associated with own work in relation to demolition tools and equipment, plant and machinery and waste and/or recycling containers			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • demolition tools and equipment • waste/recycling containers 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
5	Minimise the risk of damage to the work and surrounding area when demolishing/dismantling brick, masonry and/or concrete structure	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when demolishing/dismantling masonry and concrete structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to demolish/dismantle masonry and concrete structures, to the required specification	7.1	Demonstrate the following work skills when demolishing/ dismantling brick, masonry and concrete structures: <ul style="list-style-type: none"> releasing, handling, lowering, sorting, stacking/storing, breaking and loading 			
		7.2	Demolish and/or dismantle, remove and segregate masonry and concrete structures for disposal and/or recycling to given working instructions			
		7.3	Safely segregate material			
		7.4	Safely use demolition tools and equipment			
		7.5	Safely store the materials, tools and equipment used when demolishing/dismantling masonry and concrete structures			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 48: Producing Complex Templets and Moulds in the Workplace

Unit reference number: T/503/9929

Level: 3

Credit value: 33

Guided learning hours: 110

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing complex templets and moulds 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 four of the following endorsements:

- Shaped true and square
- Moulded
- Straight and moulded with stop ends and return ends
- Moulded with internal and external mitres
- Shaped curved on plan
- Tracery
- Ramp and twist
- Spheres.

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 producing complex templates and moulds	1.1	Interpret and extract relevant information drawings, specifications, schedules and risk assessments			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, technical information and appropriate regulations 			
2	Know how to comply with relevant legislation and official guidance when producing complex templates and moulds	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials 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 working practices when producing complex templates and moulds	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 producing complex templates and moulds			
		3.2	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to producing complex templates and moulds, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	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 produce complex templets and moulds	4.1	Select resources associated with own work in relation to materials, components, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • sheet zinc • sheet plastic • card • profiler • measuring tape • hand and/or powered tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area, volume and wastage associated with the method/procedure to produce complex templets and mould			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when producing complex templates and moulds	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when producing complex templates and moulds	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"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to produce complex templets and moulds to the required specification	7.1	Demonstrate the following work skills when producing complex templets and moulds: <ul style="list-style-type: none"> measuring, drawing, marking out, cutting and finishing 			
		7.2	Set out complex shapes and produce templets, moulds and reverses for natural stone components to given working instructions for four of the following: <ul style="list-style-type: none"> shaped true and square moulded straight and moulded with stop ends and return ends moulded with internal and external mitres shaped curved on plan tracery and/or ramp and twist and/or spheres 			
		7.3	Safely use materials, hand tools and/or portable power tools and ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when producing complex templets and moulds			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • measure sizes and shapes of existing moulded stonework and produce drawings, templets and moulds for new and/or restoration work • set out complex geometrical shapes • produce templets, moulds and reverses for natural stone components with true and square surfaces; mouldings straight and curved in plan and elevation; tracery, ramp and twist and spheres • use hand tools, power tools and equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when producing complex templets and moulds			
		7.7 Describe how to maintain the tools and equipment used when producing complex templets and moulds			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 49: Installing Sheet Metal Cladding to Chimneys or Ducting in the Workplace

Unit reference number: M/600/8284

Level: 3

Credit value: 25

Guided learning hours: 83

Unit summary

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

- Chimneys
- Ducting.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 sheet metal cladding to chimneys or ducting	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations governing buildings and official guidance associated with sheet metal cladding installation, removal and maintenance work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing sheet metal cladding to chimneys or ducting	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when installing sheet metal cladding to chimneys or ducting	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing sheet metal cladding to chimneys or ducting			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing sheet metal cladding to chimneys or ducting, and the types, purpose and limitations of each type			
		3.3	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 sheet metal cladding to chimneys or ducting	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • sheet metal cladding, joint sealants, adhesives, rivets, packing, insulation, self-tapping screws • anchors and ties • hand and/or powered tools, ancillary equipment and access equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install, remove and maintain sheet metal cladding components for chimneys and ducting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing sheet metal cladding to chimneys or ducting	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing sheet metal cladding to chimneys or ducting	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to install sheet metal cladding to chimneys or ducting to the required specification	7.1	Demonstrate the following work skills when installing sheet metal cladding to chimneys or ducting: <ul style="list-style-type: none"> inspecting, checking, cutting, fitting, fixing, positioning, securing and removing 			
		7.2	Install, dismantle and maintain components to the structural fabric to given working instructions, relating to the installation of sheet metal fabric to chimneys or ducting			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • identify the types of chimney structure and structural fabric • confirm means of access to carry out cladding • confirm the type of materials and components and how they can be installed • prepare/assemble materials and component parts for installation • position, fit and secure the materials and components according to given specification and official guidance for chimney structures • install and test anchors and ties • visually inspect fall protection equipment • work with lifting equipment and accessories • use hand tools, powered tools and equipment • work at height • use access equipment 			
		7.4 Safely use and store materials, hand tools, powered tools and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when installing, removing and maintaining sheet metal cladding for chimneys or ducting			
		7.6 Describe how to maintain the tools and equipment used when installing sheet metal cladding to chimneys or ducting			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 50: Installing Ducting and Flue Systems in the Workplace

Unit reference number: J/600/8288

Level: 3

Credit value: 25

Guided learning hours: 83

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in installing ducting and flue systems in the workplace 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 ducting and flue 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 of the following endorsements:

- Ducting
- Flue system.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements 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 ducting and flue system	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations governing buildings and official guidance associated with the installation work 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when installing ducting and flue systems	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when installing ducting and flue systems	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing ducting and flue systems			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing ducting and flue systems, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install ducting and flue systems	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> duct sections, dampers, roof plates, weather hoods, joint sealants, gaskets, support steelwork, expansion joints, shims, insulation, cladding, flange boxes, flange bonding units, supports and stays fixings, anchors and ties hand tools, powered tools, ancillary equipment and access equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install the structural components of steel ducting and flues			
5	Minimise the risk of damage to the work and surrounding area when installing ducting and flue systems	5.1	Protect the work and its surrounding area from damage			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing ducting and flue systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to install ducting and flue systems to the required specification	7.1	Demonstrate the following work skills when installing ducting and flue systems: <ul style="list-style-type: none"> checking, measuring, marking, cutting, drilling, guiding, positioning, fitting, assembling, levelling, aligning, fixing and securing 			
		7.2	Install steel ducting and/or flue systems to given working instructions for the following: <ul style="list-style-type: none"> horizontal, inclined and/or vertical plain and insulated 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 51: Maintaining Slate and Tile Roofing in the Workplace

Unit reference number: K/503/9538

Level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining slate and tile roofing in the workplace 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 four of the following endorsements:

- slate roofs
- tiled roofs
- flashings
- roof ventilation
- rainwater goods.

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 slate and tile roofing.	1.1	Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings. 			
2	Know how to comply with relevant legislation and official guidance when maintaining slate and tile roofing.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <p>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.</p>			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to maintain slate and tile roofing.	4.1	Select resources associated with own work in relation to materials, components and fixings, and tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • slates, tiles, battens, underlays, sand, cement, limes, vents, lead, additives, guttering, downpipes and fixings • hand and/or powered tools and equipment. 			
		4.3	Describe how the resources should be used correctly 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 maintain slate and tile roofing.			
5	Minimise the risk of damage to the work and surrounding area when maintaining slate and tile roofing.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Minimise damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when maintaining slate and tile roofing.	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to maintain slate and tile roofing to the required specification.	7.1	Demonstrate the following work skills when maintaining slate and tile roofing: <ul style="list-style-type: none"> measuring, marking out, removing, fitting, positioning and securing. 			
		7.2	Repair specified roof areas to given working instructions for four of the following: <ul style="list-style-type: none"> slate roofs (local material and style) tiled roofs (local material and style) flashings roof ventilation rainwater goods. 			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.4 Safely store the materials, tools and equipment used when maintaining slate and tile roofing.			
		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"> • remove existing battens, underlays, slates and tiles • replace new battens and underlays • remove, replace and treat lead work/flashings (patianation oil) • re-point • position and secure roof ventilation • remove and replace guttering and downpipes • mix mortar • work with plant and machinery • use hand tools, power tools and equipment • work at height • use access equipment. 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when maintaining slate and tile roofing.			
		7.7 Describe how to maintain the tools and equipment used when maintaining slate and tile roofing.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

12 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
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))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

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

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC 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.

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.

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

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

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

Training and support for the lifetime of the qualifications

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

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

To get in touch with our dedicated support teams please visit our website.

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: qualifications.pearson.com

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: qualifications.pearson.com

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: Consolidated Assessment Strategy for Construction and the Built Environment

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 annexes relevant to specific NVQ or SVQ qualifications and units, these sub annexes 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 annexes 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. Annex 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. Annex 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 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 (Annex B1, page ii), 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 controlling 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 component parts 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 component parts 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.

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

Due to the current economic climate and its impact on construction industry apprentices, ConstructionSkills as the SSC for construction has agreed that there can be some flexibility around the use of simulation when assessing construction craft NVQs. This is set out as follows and applies up until the end of December 2011.

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

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

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

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

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