Pearson Edexcel Level 2 NVQ Diploma in Cladding Occupations (Construction)

Specification

NVQ qualification

First registration January 2018

Edexcel, BTEC and LCCI qualifications

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All information in this specification is correct at time of publication.

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1 Introducing Edexcel NVQs/Competence-based qualifications

What are NVQs/Competence-based qualifications?

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

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

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development 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 NVQs/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 employers and training providers delivering the qualifications.

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

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

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Cladding Occupations (Construction)
Qualification Number (QN)	603/2842/3
Regulation start date	20/12/2017
Operational start date	01/01/2018
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in *Section 8 Assessment*.
Total Qualification Time (TQT)	670 hours
Guided Learning Hours (GLH)	224
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7 Access and recruitment*).
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. 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, qualifications.pearson.com

3 Qualification purpose

Qualification objectives

The Pearson Edexcel Level 2 NVQ Diploma in Cladding Occupations (Construction) is for learners who work in, or who want to work in the building and construction sector.

The qualification gives learners the opportunity to:

- develop the technical skills, role-related knowledge and understanding and behaviours required to work as a cladding operative, installing sheeting and cladding systems and the opportunity to specialise e.g. in solar collector installation or working with specialist equipment at height
- demonstrate competence in the relevant job roles
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ Diploma in Cladding Occupations (Construction) (QCF), which has expired.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 2 NVQ Diploma in Cladding Occupations (Construction) can progress across the level and size of the construction and the built environment competence and knowledge qualifications, for example to NVQs in Construction Site Supervision, Occupational Work Supervision or Senior Crafts. Alternatively, they may progress into other general occupational areas such as team leading and management.

Industry support and recognition

This qualification is supported by ConstructionSkills, the Sector Skills Council for construction.

Relationship with Occupational Standards

This qualification is based on the Occupational Standards for Cladding Occupations, which were set and designed by ConstructionSkills, the Sector Skills Council for the sector.

4 Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Cladding Occupations (Construction)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded

Minimum number of units that must be achieved	7
Number of units that must be achieved at Level 2	6
Number of mandatory units that must be achieved	6
Number of optional units that must be achieved	1

Unit number	Mandatory units	Level	Guided learning hours
1	Preparing Resources for the Installation of Sheeting and Cladding Materials on Roofs and Walls in the Workplace	2	60
2	Installing Sheeting and Cladding Systems on Roofs and Walls in the Workplace	2	67
3	Installing Sheeting and Cladding Rainwater Goods on Roofs and Walls in the Workplace	2	43
4	Conforming to General Health, Safety and Welfare in the Workplace	1	7
5	Conforming to Productive Working Practices in the Workplace	2	10
6	Moving, Handling and Storing Resources in the Workplace	2	17
Unit number	**Optional units – learners complete one unit from this group**	**Level**	**Guided learning hours**
7	Refurbishing Sheeting and Cladding on Roofs or Walls or Rainscreen Systems in the Workplace	2	73
8	Repairing Sheeting and Cladding Systems on Roofs and Walls (including Rainscreen) in the Workplace	2	67
9	Installing Solar Collectors to Roofs in the Workplace	2	20
10	Preparing and Operating Ergonomic Manipulating Machines to Lift and Transfer Loads in the Workplace	2	40
11	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	40
12	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	2	47

13	Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace	2	33

Unit endorsements for Pearson Edexcel Level 2 NVQ Diploma in Cladding Occupations (Construction)

Unit number	Endorsement
1	One of the following endorsements required: • Built up systems • Standing seam systems • Secret fix systems • Composite panel systems • Fibre-cement systems • Rainscreen cladding systems
2	One of the following endorsements required: • Built up systems • Standing seam systems • Secret fix systems • Composite panel systems • Fibre-cement systems
7	One of the following endorsements required: • Built up systems • Standing seam systems • Secret fix systems • Composite panel systems • Fibre-cement systems • Rainscreen cladding systems
9	One of the following endorsements required: • Photo voltaic • Solar thermal
13	The following endorsement required (i.e. own area of work): • Slinger signaller – Cladding Occupations

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* is available on our website.

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

Elements of good practice

Learner recruitment, preparation and support

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

- 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 employers in the induction process. This helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, 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 practise their skills separately from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with 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:

- 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 employers 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 employers 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 qualification.

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

7 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification 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 for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality 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 this qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

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

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational qualifications*. The document is available on our website.

Internal assessment

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

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

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

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 assessment requirements for the qualification
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of 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

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

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

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- 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.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with ConstructionSkills assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Unit format*.

Appeals

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

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

Dealing with malpractice

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

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

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

Internal assessment

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

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

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

Learner malpractice

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

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

Teacher/centre malpractice

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

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

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

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

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

Sanctions and appeals

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

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

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

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

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

The centre will be notified if any of these apply.

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

Reasonable adjustments to assessment

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, 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, 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 competence-based qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

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

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

Approvals agreement

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

10 Quality assurance of centres

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

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

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

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

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

For further details, please go to the document General Guidance for Centres and Learners. Additionally, centres offering the qualification as stand-alone should refer to the document Centre Guide to Quality Assurance Pearson NVQ/SVQ &; Competence-based Qualifications, and centres offering the qualification within BTEC Apprenticeship frameworks should refer to the document Quality Assurance Handbook BTEC Apprenticeship. All three documents mentioned above are available on our website,

qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit number

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

Unit title

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

Level

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

Unit type

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

Guided Learning Hours (GLH)

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

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

Unit summary

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

Unit assessment requirements

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

Learning outcomes

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

Assessment criteria

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

Unit 1: Preparing Resources for the Installation of Sheeting and Cladding Materials on Roofs and Walls in the Workplace

Level: 2

Unit type: Mandatory

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing resources for the installation of sheeting and cladding materials on roofs and walls in the workplace within the relevant sector of industry.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure 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 learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing resources for the installation of sheeting and cladding materials on roofs and walls.	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: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with preparing resources for the installation of sheeting and cladding.			
2	Know how to comply with relevant legislation and official guidance when preparing	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: • in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment.			

	resources for the installation of sheeting and cladding materials on roofs and walls.	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 preparing resources for the installation of sheeting and cladding materials on roofs and walls.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when preparing resources for the installation of sheeting and cladding materials on roofs and walls.			
		3.2	Demonstrate compliance with given information and relevant legislation when preparing resources for the installation of sheeting and cladding materials on roofs and walls in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to preparing resources for the installation of sheeting and cladding materials on roofs and walls, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE)			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, falls, rescue procedures and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to prepare resources for the installation of sheeting and cladding materials on roofs and walls.	4.1	Select resources associated with own work in relation to_materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • fixings and fasteners, flashings, fittings, halters, spacer systems • insulation, vapour control, separation and breather membranes, • sealants and fillers. • metal and translucent sheets, built up, standing seam, secret fix, composite panels, rainscreen cladding panels, decking panels and fibre cement systems • hand tools, portable power tools and equipment.			
		4.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe the methods of calculating quantity, length, area and wastage associated with the method and procedure to prepare sheeting and cladding materials and resources for installation on roofs and walls.			

5	Minimise the risk of damage to the work and surrounding area when preparing resources for the installation of sheeting and cladding materials on roofs and walls.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Prevent damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when preparing resources for the installation of sheeting and cladding materials on roofs and walls.	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: • 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 prepare resources for the installation of sheeting and cladding materials on roofs and walls.	7.1	Demonstrate the following work skills when preparing resources for the installation of sheeting and cladding materials on roofs and walls: • identifying, checking, measuring, marking out, cutting, preparing and positioning.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Prepare resources for installation, to include sheeting and cladding materials, fixings, flashings, roof and wall components, and ancillary			

			equipment to given working instructions for one of the following systems: • built-up • standing seam • secret fix • composite panel • fibre-cement • rainscreen cladding			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them to: • identify installation quality requirements • conform to agreed specification • confirm manufacturers' installation criteria • check resources for type, quantity and damage and report discrepancies • deal with damaged and incorrect roof and wall sheeting and cladding materials and resources • identify types and characteristics of cladding sheets including; single skin, sinusoidal (corrugated), trapezoidal (box) and fibre cement profiles, twin or double skin insulated systems, composite panel (sandwich panel) systems, decking, structural decking and rainscreen products • identify parts of roof and wall cladding sheets including; top and bottom flanges, crown, web, trough or pan • identify types, characteristics and applications of cladding products and systems including: built-up, standing seam, secret fix, composite panel, fibre cement, rainscreen cladding products			

			• recognise the differences between sheeting and cladding profiles for walls and roofs • measure, mark out and cut sheeting and cladding • adjust and position fixings, halters, spacers, clips and fittings • identify, recognise and work to gridlines and datum marks • prepare, align and position resources ready to install: built-up, standing seam, secret fix, composite panel, fibre cement and rainscreen cladding • check quality and suitability of work on completion and at the end of each working period • recognise and determine when additional specialist skills and knowledge are required and report accordingly • work from mobile elevating work platforms • work with, around and in close proximity to plant and machinery • use hand tools, portable power tools and equipment • work at height • use access equipment.			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when preparing resources for the installation of sheeting and cladding materials on roofs and walls.			
		7.6	Describe how and when to maintain the tools and equipment used when preparing resources for the installation of sheeting and cladding materials on roofs and walls.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 2: Installing Sheeting and Cladding Systems on Roofs and Walls in the Workplace

Level: 2

Unit type: Mandatory

Guided learning hours: 67

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structures. Please refer to the NVQ Structures 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 learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing sheeting and cladding systems on roofs and walls	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: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with the installation of sheeting and cladding systems.			
2	Know how to comply with relevant legislation and official	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: • in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement			

	guidance when installing sheeting and cladding systems on roofs and walls.		and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment.			
		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 report.			
3	Maintain safe and healthy working practices when installing sheeting and cladding systems on roofs and walls.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing sheeting and cladding systems on roofs and walls			
		3.2	Demonstrate compliance with given information and relevant legislation when_installing sheeting and cladding systems on roofs and walls in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing sheeting and cladding systems on roofs and walls, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE)			

		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, falls, rescue procedures and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to install sheeting and cladding systems on roofs and walls.	4.1	Select resources associated with own work in relation to_materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • fixings, fasteners, flashings, fittings, halters, spacer systems and clips, • insulation, vapour control, separation and breather membranes • sealants and fillers • metal and translucent sheets, built up, standing seam, secret fix, composite panels, decking panels and fibre cement systems • hand tools, portable power 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 method of work.			

		4.6	Describe the methods of calculating quantity, length, area and wastage associated with the method and procedure to install sheeting and cladding systems on roofs and walls.			
5	Minimise the risk of damage to the work and surrounding area when installing sheeting and cladding systems on roofs and walls	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Prevent damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when installing sheeting and cladding systems on roofs and walls.	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: • 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 sheeting and	7.1	Demonstrate the following work skills when installing sheeting and cladding systems on roofs and walls: • measuring, setting out, adjusting, aligning, levelling plumb, fitting, fixing and finishing.			

	cladding systems on roofs and walls to the required specification.	7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Install sheeting and cladding materials to roofs and walls, to include flashings, openings, vents, up-stands, protrusions and penetrations to given working instructions for one of the following systems: • built-up • standing seam • secret fix • composite panel • fibre-cement			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them to: • identify installation quality requirements • conform to agreed specifications • conform to manufacturers' installation criteria • identify, recognise and work to gridlines and datum marks • position and secure fixings, halters, spacers, clips, fittings and sheets • deal with damaged and incorrect sheeting, cladding materials and resources • install built up, standing seam, secret fix, composite panels and fibre cement systems • install decking and structural panels			

			• maintain the integrity of surfaces, backgrounds, sheets and panels • position and secure vents • install insulation • measure, cut, fit, shape and fix flashing materials • install translucent sheets, condensation and vapour control materials • form and shape components for openings, vents, up-stands, protrusions and penetrations • ensure the integrity of joints, overlaps and interface details • apply sealants and install fillers to ensure water and airtight seals • check quality and suitability of work on completion and at the end of each working period • recognise and determine when additional specialist skills and knowledge are required and report accordingly • work from mobile elevating work platforms • work with, around and in close proximity to plant and machinery • use hand tools, portable power tools and equipment • work at height • use access equipment.			

		7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing sheeting and cladding systems on roofs and walls.			
		7.6	Describe how and when to maintain the tools and equipment used when installing sheeting and cladding systems on roofs and walls.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3: Installing Sheeting and Cladding Rainwater Goods on Roofs and Walls in the Workplace

Level: 2

Unit type: Mandatory

Guided learning hours: 43

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing sheeting and cladding rainwater goods on roofs and walls	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: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with the installation of rainwater goods.			
2	Know how to comply with relevant legislation and official	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: • in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement			

	guidance when installing sheeting and cladding rainwater goods on roofs and walls		and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment.			
		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 installing sheeting and cladding rainwater goods on roofs and walls	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing sheeting and cladding rainwater goods on roofs and walls.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing sheeting and cladding rainwater goods on roofs and walls in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to installing sheeting and cladding rainwater goods on roofs and walls, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE)			

		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, falls, rescue procedures and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to install sheeting and cladding rainwater goods on roofs and walls	4.1	Select resources associated with own work in relation to_materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • brackets, fixings and supports • gutters, pipes, downpipes and angles • sealant and gaskets • stop-ends, grills, guards, filters and covers • overflows, sumps and outlets • hand tools, portable power tools and equipment.			
		4.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe the methods of calculating quantity, length, area and wastage associated with the method and procedure to install sheeting and cladding rainwater goods on roofs and walls.			

5	Minimise the risk of damage to the work and surrounding area when installing sheeting and cladding rainwater goods on roofs and walls	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Prevent damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when installing sheeting and cladding rainwater goods on roofs and walls	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: • 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 sheeting and cladding rainwater goods on roofs and walls to the required specification	7.1	Demonstrate the following work skills when installing sheeting and cladding rainwater goods on roofs and walls: • measuring, cutting, setting out, aligning, fitting, positioning, fixing and securing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Install the following ~~roof~~ sheeting and cladding rainwater goods to given working instructions for:			

			• gutters • pipes, downpipes and angles (swan necks, off sets) • brackets and supports • sumps • overflows • outlets			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them to: • identify installation quality requirements • conform to agreed specification • confirm manufacturers' installation criteria • identify datum, line, level and plumb • deal with damaged and incorrect materials and resources • position, fix and secure brackets and supports • install gutters, pipes including downpipes, and angles (swan necks and offsets), sumps, outlets and overflows • ensure the integrity of joints and overlaps • maintain the integrity of surfaces • install materials and components, stop-ends, grills, guards, filters, sealants, gaskets and covers • check quality and suitability of work on completion and at the end of each working period			

			• recognise and determine when additional specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • work from mobile elevating work platforms • work with, around and in close proximity to plant and machinery • use hand tools, portable power tools and equipment • work at height • use of access equipment.			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when installing sheeting and cladding rainwater goods on roofs and walls.			
		7.6	Describe how and when to maintain the tools and equipment used when installing sheeting and cladding rainwater goods on roofs and walls.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 4: Conforming to General Health, Safety and Welfare in the Workplace

Level: 1

Unit type: Mandatory

Guided learning hours: 7

Unit summary

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

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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 learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with all workplace health, safety and welfare legislation requirements	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area			
		1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements			
		1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment			
		1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV)			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1	Interpret and comply with given instructions to maintain safe systems of work and quality working practices			
		3.2	Contribute to discussions by offering/providing feedback relating to health, safety and welfare			
		3.3	Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures			
		3.4	Safely store health and safety control equipment in accordance with given instructions			
		3.5	Dispose of waste and/or consumable items in accordance with legislation			
		3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: • dealing with accidents and emergencies associated with the work and environment • methods of receiving or sourcing information • reporting • stopping work • evacuation • fire risks and safe exit procedures • consultation and feedback			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.7	State the appropriate types of fire extinguishers relevant to the work			
		3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			
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: • 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: • during the working day • on completion of the day's work • for unauthorised personnel (other operatives and the general public) • for theft			
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 5: Conforming to Productive Working Practices in the Workplace

Level: 2

Unit type: Mandatory

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: • 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			
3	Maintain relevant records in accordance with the organisational procedures	3.1	Complete relevant documentation according to the occupation as required by the organisation			
		3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: • job cards • worksheets • material/resource lists • time sheets			
		3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain good working relationships when conforming to productive working practices	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships			
		4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others			
		4.3	Describe how to maintain good working relationships, in relation to: • 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			
		4.5	Describe how working relationships could have an effect on productive working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		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 6: Moving, Handling and Storing Resources in the Workplace

Unit 6: Moving, Handling and Storing Resources in the Workplace

Level: 2

Unit type: Mandatory

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 and handling resources in the workplace within the relevant sector of industry.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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 learning outcomes and 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	2.1	Describe their responsibilities under current legislation and official guidance whilst working: • 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			

	and/or storing resources	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 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			
3	Maintain safe working practices when moving, handling and/or storing resources.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.			
		3.2	Use lifting aids safely as appropriate to the work			
		3.3	Protect the environment in accordance with safe working practices as appropriate to the work.			
		3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling **and/or** storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: • 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			

		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: • 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			
		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 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: • 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: • moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.			
		7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: • 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: _____ Date: _____
(*if sampled*)

Unit 7: Refurbishing Sheeting and Cladding on Roofs or Walls or Rainscreen Systems in the Workplace

Level: 2

Unit type: Optional

Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in refurbishing sheeting and cladding on roofs or walls or rainscreen systems in the workplace within the relevant sector of industry.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure 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 learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when refurbishing sheeting and cladding on roofs or walls or rainscreen 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: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with the refurbishment of sheeting and cladding on roofs or walls or rainscreen systems			
2	Know how to comply with	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:			

	relevant legislation and official guidance when refurbishing sheeting and cladding on roofs or walls or rainscreen systems		• in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment.			
		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 refurbishing sheeting and cladding on roofs or walls or rainscreen systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when refurbishing sheeting and cladding on roofs or walls or rainscreen systems.			
		3.2	Demonstrate compliance with given information and relevant legislation when refurbishing sheeting and cladding on roofs or walls or rainscreen systems. in relation to the following: • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to refurbishing sheeting and cladding on roofs or walls or rainscreen systems, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • collective protective measures			

			• personal protective equipment (PPE) • respiratory protective equipment (RPE).			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, falls, rescue procedures, other task-related activities and the discovery of asbestos containing substances.			
4	Select the required quantity and quality of resources for the methods of work to refurbish sheeting and cladding on roofs or walls or rainscreen systems	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • fixings, fasteners, flashings, fittings, halters, clips and spacer systems • insulation, vapour control, separation and breather membranes • primers, cleaning agents, sealing tapes sealants and fillers • metal, translucent sheets, built up, standing seam, secret fix, composite panels, rainscreen cladding panels, decking panels and fibre cement system • rainwater goods • hand tools, portable power tools and equipment.			
		4.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			

		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method and procedure to refurbish sheeting and cladding on roofs or walls or rainscreen systems.			
5	Minimise the risk of damage to the work and surrounding area when refurbishing sheeting and cladding on roofs or walls or rainscreen systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Prevent damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when refurbishing sheeting and cladding on roofs	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: • types of progress charts, timetables and estimated times			

	or walls or rainscreen systems		• organisational procedures for reporting circumstances which will affect the work programme.			
7	Comply with the given contract information to refurbish sheeting and cladding on roofs or walls or rainscreen systems to the required specification	7.1	Demonstrate the following work skills when refurbishing sheeting and cladding on roofs or walls or rainscreen systems: • identifying, checking, measuring, marking out, cutting, removing, cleaning, replacing, aligning, positioning, fixing and sealing.			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Prepare resources and backgrounds to refurbish, strip and re-sheet or over-clad, sheeting and cladding on roofs or walls to given working instructions for one of the following systems: • built-up • standing seam • secret fix • composite panel • fibre cement • rainscreen cladding			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them to: • identify installation quality requirements • conform to agreed specification • confirm manufacturers' installation criteria			

			• identify the criteria for removing and over-cladding materials containing hazardous substances, including licenced and non-licenced asbestos • check currency of calibration for levelling equipment • retain the integrity of background surfaces and backing walls • prepare backgrounds and backing walls for replacement (new or recycled) sheeting and cladding systems • identify, recognise and work to gridlines and datum marks • prepare existing roof and wall coverings for over-cladding • strip existing roof and wall coverings and rainscreen wall cladding support systems for re-sheeting • apply cleaning agents and primers • install insulation, sealing tapes, vapour checks and separation membranes assess the suitability of structures and existing roof coverings to receive replacement materials • layout and align products, adjust fixings, halters, spacers, clips, fittings, sheets and cladding materials • fit and fix replacement materials • form and shape components for up-stands, protrusions and penetrations • recognise the differences between sheeting and cladding materials for roofs and walls and rainscreen systems • check quality and suitability of work on completion and at the end of each working period			

			• recognise and determine when additional specialist skills and knowledge are required and report accordingly • determine specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • work from mobile elevating work platforms • work with, around and in close proximity to plant and machinery • handle, store and dispose of removed materials and components • use hand tools, portable power tools and equipment • work at height • use of access equipment.			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when refurbishing sheeting and cladding on roofs or walls or rainscreen systems.			
		7.6	Describe how and when to maintain the tools and equipment used when refurbishing sheeting and cladding on roofs or walls or rainscreen systems.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Repairing Sheeting and Cladding Systems on Roofs and Walls (Including Rainscreen) in the Workplace

Level: 2

Unit type: Optional

Guided learning hours: 67

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in repairing sheeting and cladding systems on roofs and walls (including rainscreen) in the workplace within the relevant sector of industry.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing sheeting and cladding systems on roofs and walls, including rainscreen	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: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with the repair of sheeting and cladding systems.			
2	Know how to comply with	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working:			

	relevant legislation and official guidance when repairing sheeting and cladding systems on roofs and walls, including rainscreen		• in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment.			
		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 repairing sheeting and cladding systems on roofs and walls, including rainscreen	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing sheeting and cladding systems on roofs and walls, including rainscreen.			
		3.2	Demonstrate compliance with given information and relevant legislation when repairing sheeting and cladding systems on roofs and walls, including rainscreen, in relation to the following: • safe use of access equipment and working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to repairing sheeting and cladding systems on roofs and walls, including rainscreen, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:			

			• collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE)			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, falls, rescue procedures and other task-related activities.			
4	Select the required quantity and quality of resources for the methods of work to repair sheeting and cladding systems on roofs and walls, including rainscreen	4.1	Select the required quantity and quality of resources for the methods of work to repair sheeting and cladding systems on roofs and walls, including rainscreen			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • fixings, fasteners, flashings, fittings, halters and spacer system • insulation, vapour control, separation and breather membranes • primers, cleaning agents, sealing tapes, sealants and fillers • metal and translucent sheets, built up, standing seam, secret fix, composite panels, rainscreen cladding panels, decking panels and fibre cement systems • rainwater goods • hand tools, portable power tools and equipment.			
		4.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			

		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe the methods of calculating quantity, length, area and wastage associated with the method and procedure to repair sheeting and cladding systems on roofs and walls, including rainscreen.			
5	Minimise the risk of damage to the work and surrounding area when repairing sheeting and cladding systems on roofs and walls, including rainscreen	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Prevent damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when repairing sheeting and cladding systems on roofs and walls,	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: • types of progress charts, timetables and estimated times			

	including rainscreen		• organisational procedures for reporting circumstances which will affect the work programme.			
7	Comply with the given contract information to repair sheeting and cladding systems on roofs and walls, including rainscreen, to the required specification	7.1	Demonstrate the following work skills when repairing sheeting and cladding systems on roofs and walls, including rainscreen: • removing, replacing, renewing and repairing			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Identify and repair defects in sheeting and cladding systems to given working instructions: • leaks • condensation • damaged sheets and components • minor surface coating defects • damaged or missing flashings.			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them to: • identify installation quality requirements • conform to agreed specification • confirm manufacturers' repair and installation criteria			

			• identify defects including: leaks, condensation, damaged sheets and components, surface coating defects, damaged and missing flashings • remove and recover defective materials • carry out repairs to sheet components • remove and replace damaged, missing and incorrect sheeting and cladding materials, components, fittings, fixings and flashings • identify and match existing products • identify the source of leaks and condensation • deal with and prevent water leaks and condensation • inspect, test, repair and replace rainwater goods • identify and ensure the integrity of joints and overlaps • treat surface coating defects • apply sealants and fillers to ensure water and airtightness • install and replace insulation, fire stops, breather membranes and vapour control layers • recognise the differences between sheeting and cladding materials for roofs and walls including rainscreen systems • check quality and suitability of work on completion and at the end of each working period			

			• recognise and determine when additional specialist skills and knowledge are required and report accordingly • work from mobile elevating work platforms • work with, around and in close proximity to plant and machinery • use hand tools, portable power tools and equipment • work at height • use of access equipment			
		7.5	Describe the needs of other occupations and how to effectively communicate within a team when repairing sheeting and cladding systems on roofs and walls, including rainscreen.			
		7.6	Describe how and when to maintain the tools and equipment used when repairing sheeting and cladding systems on roofs and walls, including rainscreen.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 9: Installing Solar Collectors to Roofs in the Workplace

Level: 2

Unit type: Optional

Guided learning hours: 20

Unit summary

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

Unit assessment requirements

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

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

- Photo voltaic
- Solar thermal.

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 learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing solar collectors to roofs	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	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: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings.			
2	Know how to comply with relevant legislation and official	2.1	Describe their responsibilities under current legislation and official guidance whilst working: • in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and			

	guidance when installing solar collectors to roofs		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.			
3	Maintain safe working practices when installing solar collectors to roofs	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 installing solar collectors to roofs.			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to installing solar collectors to roofs, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • 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.			

4	Select the required quantity and quality of resources for the methods of work to install solar collectors to roofs	4.1	Select resources associated with own work in relation to_materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: • solar collector installation kits • 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 method of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install solar collectors to roofs.			
5	Minimise the risk of damage to the work and surrounding area when installing solar collectors to roofs	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 installing solar collectors to roofs	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: • 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 installing solar collectors to roofs to the required specification	7.1	Demonstrate the following work skills when installing solar collectors to roofs: • removing, measuring, marking out, cutting, fitting, fixing, positioning, securing and replacing.			
		7.2	Prepare for and install solar collectors to roof to given working instructions for one of the following: • integrated photo voltaic • mounted photo voltaic • integrated solar thermal • mounted solar thermal.			
		7.3	Reinstate roof coverings to given working instructions.			
		7.4	Safely use and handle materials.			
		7.5	Safely use hand tools, portable power tools and ancillary equipment.			

		7.6	Safely store the materials, tools and equipment used when installing solar collectors to roofs.			
		7.7	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • assess the installation area • check the direction the roof is facing • remove or leave out waterproofing elements • mark out for installation using given templates or dimensions • prepare and weatherproof penetrations • fix additional supports • secure fixtures, fittings and collector.			
		7.8	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: • reinstate roof covering including flashings • install solar panels during construction and as retrofit to existing buildings • use hand tools, power tools and equipment • work at height • use access equipment.			
		7.9	Describe the needs of other occupations and how to effectively communicate within a team when installing solar collectors to roofs.			

		7.10	Describe how to maintain the tools and equipment used when installing solar collectors to roofs.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 10: Preparing and Operating Ergonomic Manipulating Machines to Lift and Transfer Loads in the Workplace

Level: 2

Unit type: Optional

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 ergonomic manipulating machines to lift and transfer loads in the workplace within the relevant sector of industry.

Unit assessment requirements

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

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

Workplace evidence of skills cannot be simulated.

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 learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the preparation and use of ergonomic manipulating machines to lift, transfer and place loads	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, lift plans, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of ergonomic manipulating machines to lift and transfer loads.			
2	Organise with others the sequence and	2.1	Organise the work according to given information or instructions.			
		2.1	Describe how to communicate ideas between team members.			

	operation in which lifting operations using ergonomic manipulating machines are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during lifting operations with ergonomic manipulating machines.			
3	Know how to comply with relevant legislation and official guidance when lifting and transferring loads using ergonomic manipulating machines	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: • 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.			
		3.2	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 lifting operations using ergonomic manipulating machines	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements during lifting operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out lifting operations using ergonomic manipulating machines in relation to two or more of the following: • safe use and storage of plant or machinery • safe use and storage of tools and equipment			

			• safe use and storage of lifting accessories • specific risks to health.			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to ergonomic manipulating machine use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: • 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	Request and select the required quantity and quality of resources to prepare for and carry out lifting operations using ergonomic	5.1	Request and select resources associated with ergonomic manipulating machines 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: • consumables, lubricants and fuels • attachments and lifting accessories			

	manipulating machines		• hand tools, ancillary equipment and accessories.			
		5.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out lifting operations with ergonomic manipulating machines.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and lifting and transferring loads	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

7	Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.			
8	Comply with the given contract information to lift, transfer and place loads using ergonomic manipulating machines to the required specification	8.1	Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using ergonomic manipulating machines: • checking, adjusting, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down.			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare, set up and operate ergonomic manipulating machines to lift, transfer and place a variety of loads to given working instructions.			
		8.4	Shut down and secure ergonomic manipulating machines.			
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: • identify the characteristics of the ergonomic manipulating machine for the lifting and transferring operation • identify valid certification for maintenance, inspection and thorough examination • lift and transfer people • carry out function checks for lifting and transferring loads			

			• prepare, set up and reconfigure for various loads and locations • carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area • identify characteristics, type, weight and position of loads for lifting and transferring • recognise and determine when specific skills and knowledge are required and report accordingly • secure and balance loads for lifting • lift, remove and transfer loads • position, place and set down loads • confirm load stability, security and release • attach and remove guide ropes and aids • be on the public highway • shut down and secure the ergonomic manipulating machine • use hand tools and ancillary equipment • use, handle and store lifting accessories.			
		8.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and lifting and transferring loads.			
		8.7	Describe how to maintain the plant and machinery, hand tools, ancillary equipment and accessories used to lift and transfer loads.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 11: Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace

Level: 2

Unit type: Optional

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

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

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

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the 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: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.			
2	Organise with others the sequence and	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

	operation in which accessing operations using scissor-type MEWPs are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during accessing operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: • 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: • safe use and storage of plant or machinery • safe use and storage of tools and equipment			

			• specific risks to health.			
		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: • 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: • 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.			
		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: • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.			
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: • 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: • 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 • 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.			
		8.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.			
		8.7	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 12: Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace

Level: 2

Unit type: Optional

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure 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 learning outcomes and 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: • drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.			
2	Organise with others the sequence and	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

	operation in which accessing operations using boom-type MEWPs are to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and during accessing operations.			
3	Know how to comply with relevant legislation and official guidance when carrying out accessing operations using boom-type MEWPs	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: • 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: • safe use and storage of plant or machinery • safe use and storage of tools and equipment			

			• specific risks to health.			
		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: • 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: • 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.			
		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: • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.			
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: • 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: • 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 • check to avoid damage to structures and utilities service apparatus • 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.			
		8.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.			
		8.7	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 13: Slinging and Hand Signalling the Movement of Suspended Loads in the Workplace

Level: 2

Unit type: Optional

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the endorsements detailed within the relevant NVQ Structure. Please refer to the NVQ Structure 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 learning outcomes and 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: • 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	2.1	Organise the work according to given information or instructions.			
		2.2	Describe how to communicate ideas between team members.			

	operation in which the slinging and signalling of loads is to be carried out	2.3	Organise and communicate with team members and other associated occupations.			
		2.4	Describe how to organise resources prior to and when slinging and signalling of loads.			
3	Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: • 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: • 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.			
		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: • 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 loads	5.1	Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: • 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.			
		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: • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme.			

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: • 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: • balanced • unbalanced • loose • bundled • container • drum • a load where the machine operator cannot observe its full movement path.			
		8.5	Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: • 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: • 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 • 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 • 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 • .			
		8.7	Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads.			

		8.8	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: _____ Date: _____
(*if sampled*)

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

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

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

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

Training and support for the lifetime of the qualifications

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

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

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

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

14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html

Annexe A: Consolidated Assessment Strategy for Construction and Built Environment

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

Introduction

This assessment strategy[1] provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, operative, supervisory, technical, managerial and professional NVQs and SVQs.

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

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

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

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

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

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

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

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

Principles

1 External quality control of assessment

1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of assessors and verifiers.

1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.

1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQs or SVQs, including aspects informing incremental change.

1.4 The Forum will, in respect of this strategy:

- build on the good relationships with awarding organisations
- provide opportunities to identify and address particular issues of external quality control
- contribute to improving quality and consistency
- support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
- provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
- discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
- inform the continuous improvement of NOS, and awards derived from them
- identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.

1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.

1.6 1.6 Where e-assessment is used, it must meet the requirements of the

qualification regulators' documentation.

2 Aspects to be assessed through performance in the workplace

2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).

2.2 Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence.

2.3 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A suggests standard evidence notes for awarding organisations.

3 How simulated working conditions may be used to assess competence

3.1 Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:

- there are hazards
- it is difficult to distinguish individual performance in team situations
- circumstances occur infrequently or long term results are involved
- confidentiality is important
- there are organisational constraints.

3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. Appendix A suggests standard evidence notes for awarding organisations.

3.3 The ConstructionSkills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:

- tools, equipment and instruments
- materials
- types of contingencies
- standards and quality specifications
- real timescales
- quantities of work
- physical conditions

- relationships with people
- types of interaction
- communication methods and media
- information and data.

3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.

3.5 Where other Standard Setting Bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

4 Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that **assessors**:

4.1.1 have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

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

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

4.1.2 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 the Assessment Strategy (this document)

4.1.5 are prepared to participate in 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':

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

or hold one of the following

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

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

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

4.2 Awarding organisations must ensure that **internal verifiers**:

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

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

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

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

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

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

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

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

or hold one of the following

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

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

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

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

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

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

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

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

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

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

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

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

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

or hold one of the following

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

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

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

Level 3:

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

Level 4:

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

ConstructionSkills' standard evidence notes for awarding organisations

Standard note 1:

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

Standard note 2:

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

Standard note 3:

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

Standard note 4:

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

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

Appendix B

Additional Information on the Assessment of CITB NVQ Units

- CITB NVQ Unit Ref: 641 – Assessment Criteria 2.3 and 2.4
  - 2.3 – 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current common safety risks'.
  - 2.4 - 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current common health risks
- All CITB NVQ units – Assessment Criteria 1.4
  - 1.4 – 'State why and when health and safety control equipment, identified by the principles of protection' should be assessed as 'State why and when health and safety control equipment, identified by the principles of prevention'

THERMAL INSULATION NVQ AND SVQ UNITS AND QUALIFICATIONS

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

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

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

Appendix C

Guidance on the use of simulation

Introduction

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

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

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

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

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

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

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

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

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

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

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

1 Units cannot be assessed using simulation alone – there must be some supporting work- based evidence.

2 A centre's strategy for simulation must be examined and approved by the external verifier.

3 The location and environment of simulation must be agreed with the internal verifier prior to taking place, and must be checked by the internal verifier.

4 The nature of the contingency and the physical environment must be realistic and candidates should not be given any indication as to exactly what contingencies they may come across.

5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.

6 There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.

7 All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.

8 All simulation should involve the same personnel as would normally be included (e.g. bricklayer, supervisor, labourer etc.) and also similar realistic facilities.

9 Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence which might include questioning; interviews with professional discussion; work projects; case studies; special assignments; self-testimony.

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

Group Training Association (GTA) is the government term for a training group which also shares apprentices. The GTA model is where a number of like-minded employers come together to create a separate business entity, which sources

appropriate training and delivers apprenticeships by providing work experience across the range of engaged businesses.

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