

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

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

Specification

Edexcel NVQ/competence-based qualifications
(QCF)

First registration June 2013

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Qualification titles covered by this specification

This specification provides the information you need to offer the:

- Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Construction) (QCF)
- Pearson Edexcel Level 2 NVQ Diploma in Specialist Installation Occupations (Construction) (QCF)

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Construction) (QCF)	600/9083/2	10/05/13
Pearson Edexcel Level 2 NVQ Diploma in Specialist Installation Occupations (Construction) (QCF)	600/9093/5	10/05/13

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aim Reference Application (LARA), where relevant.

You should use the QN when you seek public funding for your learners. Each unit in a qualification will also have a QCF unit reference number, which is stated in each unit.

The QCF qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualifications from June 2013:

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Construction) (QCF)	600/4021/X	16/11/11	31/05/13
Pearson Edexcel Level 2 NVQ Diploma in Specialist Installation Occupations (Construction) (QCF)	600/4181/X	02/12/11	31/05/13

Key features of the Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Construction) (QCF) and Level 2 NVQ Diploma in Specialist Installation Occupations (Construction) (QCF)

These qualifications:

- are nationally recognised
- are based on the ConstructionSkills National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by ConstructionSkills.

What is the purpose of these qualifications?

These qualifications are appropriate for employees in the construction and the built environment sector working across a broad range of areas. They are designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

Who are these qualifications for?

These qualifications are for learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications
- be offered to learners who have been recruited with integrity by the centre.

What are the benefits of these qualifications to the learner and employer?

These qualifications allow learners to demonstrate competence against National Occupational Standards which are based on the needs of the Construction industry as defined by ConstructionSkills, the Sector Skills Council. As such they contribute to the development of skilled labour in the sector.

What are the potential job roles for those working towards these qualifications?

- Construction operative.

What progression opportunities are available to learners who achieve these qualifications?

These qualifications allow learners to demonstrate competence in specialist installation occupations at a level required by the construction and the built environment industry. Learners can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Construction) (QCF)?

Individual units can be found in the *Units* section.

To achieve this qualification, learners must complete all units in Group A and the required units from one pathway in Group B. Learners may choose to complete credit from the additional units in Group C, however this will not count towards the minimum credit value for the qualification.

A minimum total of 20 credits.

		Credits
Pathway 1	Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Door Systems Installation)	32
Pathway 2	Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Door Systems Repair)	30
Pathway 3	Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Roof Lining Systems)	32
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Pathway 7	Pearson Edexcel Level 2 NVQ Certificate in Specialist Installation Occupations (Industrial Storage Systems – Inspection)	20

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

Unit no.	Unit reference number	A – Mandatory units for all pathways (credit value: 10)	Credit	Level	GLH
1	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
2	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
3	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

B – Pathways

Unit no.	Unit reference number	B1 – Mandatory units for pathway 1 (credit value: 22)	Credit	Level	GLH
4	H/600/7164	Installing Door Systems in the Workplace	14	2	47
5	T/600/7167	Servicing and Maintaining Door Systems in the Workplace	8	2	27

Unit no.	Unit reference number	B2 – Mandatory units for pathway 2 (credit value: 20)	Credit	Level	GLH
5	T/600/7167	Servicing and Maintaining Door Systems in the Workplace	8	2	27
6	F/600/7172	Dismantling and Repairing Door Systems in the Workplace	12	2	40

Unit no.	Unit reference number	B3 – Optional units for pathway 3 (credit value: 22, two units)	Credit	Level	GLH
7	D/600/7177	Removing and Repairing Eaves and Verge Finishings in the Workplace	16	2	53
8	H/600/7181	Installing Eaves, Verge and Rainwater Systems in the Workplace	12	2	40
9	T/600/7184	Preparing Rainwater Systems Resources in the Workplace	11	2	37
10	J/600/7190	Repairing Rainwater Systems in the Workplace	11	2	37

Unit no.	Unit reference number	B4 – Mandatory units for pathway 4 (credit value: 26)	Credit	Level	GLH
11	K/600/7215	Applying Sealants to Structural Fabric in the Workplace	8	2	27
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
13	T/503/9560	Establishing Work Area Protection and Safety in the Workplace	10	2	33

Unit no.	Unit reference number	B5 – Optional units for pathway 5 (credit value: 17, two units)	Credit	Level	GLH
14	F/600/7222	Installing Internal Display Systems in the Workplace	8	2	27
15	L/600/7224	Installing Display Signs in the Workplace	9	2	30
16	D/600/7227	Installing Graphic Displays in the Workplace	12	2	40

Unit no.	Unit reference number	B6 – Mandatory unit for pathway 6 (credit value: 12)	Credit	Level	GLH
17	J/600/7237	Maintaining and Repairing Industrial Storage Systems in the Workplace	12	2	40

Unit no.	Unit reference number	B7 – Mandatory unit for pathway 7 (credit value: 10)	Credit	Level	GLH
18	L/600/7241	Inspecting Industrial Storage Systems in the Workplace	10	2	33

C – Additional units (not compulsory) (credits from this group will not count towards the minimum credit value required for the qualification)					
Unit no.	Unit reference number	Additional units for pathways 1 and 2 (credit value: n/a)	Credit	Level	GLH
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
19	F/600/8502	Welding Door System Components in the Workplace	12	2	40
20	T/600/8013	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
21	Y/600/8019	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	14	2	47
22	H/600/8024	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
23	R/600/8102	Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace	8	2	27
24	K/600/7229	Installing Door Wiring Systems in the Workplace	11	2	37

Unit no.	Unit reference number	Additional units for pathway 4 (credit value: n/a)	Credit	Level	GLH
20	T/600/8013	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
21	Y/600/8019	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	14	2	47
22	H/600/8024	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
25	H/600/7889	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace	18	2	60
26	M/600/7894	Preparing and Operating Industrial Counterbalanced Forklifts to Lift and Transfer Loads in the Workplace	16	2	53

Unit no.	Unit reference number	Additional units for pathway 4 (credit value: n/a)	Credit	Level	GLH
27	L/600/7899	Preparing and Operating Sideload Forklifts to Lift and Transfer Loads in the Workplace	16	2	53
28	A/600/7915	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	25	2	83
29	J/600/7920	Preparing and Operating Lorry Loaders or Knuckle Boom Cranes to Lift and Transfer Loads in the Workplace	30	2	100

Unit no.	Unit reference number	Additional unit for pathway 5 (credit value: n/a)	Credit	Level	GLH
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27

Unit no.	Unit reference number	Additional units for pathways 6 and 7 (credit value: n/a)	Credit	Level	GLH
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
20	T/600/8013	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
21	Y/600/8019	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	14	2	47
22	H/600/8024	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
25	H/600/7889	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace	18	2	60
26	M/600/7894	Preparing and Operating Industrial Counterbalanced Forklifts to Lift and Transfer Loads in the Workplace	16	2	53

Unit no.	Unit reference number	Additional units for pathways 6 and 7 (credit value: n/a)	Credit	Level	GLH
27	L/600/7899	Preparing and Operating Sideloader Forklifts to Lift and Transfer Loads in the Workplace	16	2	53
28	A/600/7915	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	25	2	83
29	J/600/7920	Preparing and Operating Lorry Loaders or Knuckle Boom Cranes to Lift and Transfer Loads in the Workplace	30	2	100
30	D/600/8099	Preparing and Operating Specialised Powered Tools and Equipment in the Workplace	4	2	13

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Specialist Installation Occupations (Construction) (QCF)?

Individual units can be found in the *Units* section.

To achieve this qualification, learners must achieve a minimum of 42 credits, including 10 mandatory credits from Group A and one of the pathways in Group B. Learners may choose to complete additional credits from Group C, however these will not count towards the minimum credit value for the qualification.

		Credits
Pathway 1	Pearson Edexcel Level 2 NVQ Diploma in Specialist Installation Occupations (Insulated Enclosures – Industrial)	44
Pathway 2	Pearson Edexcel Level 2 NVQ Diploma in Specialist Installation Occupations (Insulated Enclosures – Commercial)	48
Pathway 3	Pearson Edexcel Level 2 NVQ Diploma in Specialist Installation Occupations (Industrial Storage Systems – Installation)	42

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

Unit no.	Unit reference number	A – Mandatory units for all pathways (credit value: 10)	Credit	Level	GLH
1	A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	2	1	7
2	J/503/1169	Conforming to Productive Working Practices in the Workplace	3	2	10
3	F/503/1171	Moving, Handling and Storing Resources in the Workplace	5	2	17

B – Pathways

Unit no.	Unit reference number	B1 – Mandatory units for pathway 1 (credit value: 34)	Credit	Level	GLH
31	K/600/7022	Installing Suspended Ceiling Systems in the Workplace	8	2	27
32	Y/600/7209	Installing Insulated Enclosure Floors in the Workplace	11	2	37
33	Y/600/7212	Installing Insulated Cladding Walls in the Workplace	15	2	50

Unit no.	Unit reference number	B2 – Mandatory units for pathway 2 (credit value: 38)	Credit	Level	GLH
4	H/600/7164	Installing Door Systems in the Workplace	14	2	47
32	Y/600/7209	Installing Insulated Enclosure Floors in the Workplace	11	2	37
34	R/600/7208	Installing Insulated Enclosures in the Workplace	13	2	43

Unit no.	Unit reference number	B3 – Mandatory units for pathway 3 (credit value: 32)	Credit	Level	GLH
35	H/600/7231	Installing Industrial Pallet Racking Systems in the Workplace	16	2	53
36	M/600/7233	Installing Industrial Shelving Systems in the Workplace	16	2	53

C – Additional units (not compulsory) (credits from this group will not count towards the minimum credit value required for the qualification)					
Unit no.	Unit reference number	Additional units for pathways 1 and 2 (credit value: n/a)	Credit	Level	GLH
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
19	F/600/8502	Welding Door System Components in the Workplace	12	2	40
20	T/600/8013	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
21	Y/600/8019	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	14	2	47
22	H/600/8024	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
23	R/600/8102	Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace	8	2	27

Unit no.	Unit reference number	Additional units for pathway 3 (credit value: n/a)	Credit	Level	GLH
12	D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	8	2	27
20	T/600/8013	Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
21	Y/600/8019	Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace	14	2	47
22	H/600/8024	Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace	12	2	40
25	H/600/7889	Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace	18	2	60

Unit no.	Unit reference number	Additional units for pathway 3 (credit value: n/a)	Credit	Level	GLH
26	M/600/7894	Preparing and Operating Industrial Counterbalanced Forklifts to Lift and Transfer Loads in the Workplace	16	2	53
27	L/600/7899	Preparing and Operating Sideloader Forklifts to Lift and Transfer Loads in the Workplace	16	2	53
28	A/600/7915	Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace	25	2	83
29	J/600/7920	Preparing and Operating Lorry Loaders or Knuckle Boom Cranes to Lift and Transfer Loads in the Workplace	30	2	100
30	D/600/8099	Preparing and Operating Specialised Powered Tools and Equipment in the Workplace	4	2	13

How are the qualifications graded and assessed?

The overall grade for each qualification is a 'pass'. To achieve a pass for the full qualification, a learner must achieve all the required units within the specified qualification structure.

To pass a unit a learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector.

Assessment strategy

The assessment strategy for these qualifications has been included in *Annexe D*. They have been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- the requirements for assessment in the workplace and the circumstances where simulation is permitted
- the criteria for defining a realistic working environment, where it is permitted
- the roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Learners may 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/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable and valid evidence for assessment, internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence provided to satisfy the unit and learning outcomes' assessment criteria 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.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard specified by the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to cross-reference their evidence to the relevant assessment criteria.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on our website www.edexcel.com. Alternatively, centres can develop their own recording documents.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel accredited qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications. New centres must complete a centre recognition and approval application and a qualification approval application.

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

Centres already holding Edexcel approval and which have a history of good external quality assurance outcomes are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

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

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and they must be of industry standard. The centre and staff involved in the delivery of a qualification must take Health and Safety requirements into account.

Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide 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 resource requirements given in *Annexe D: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

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

Unit reference number: A/503/1170

QCF level: 1

Credit value: 2

Guided learning hours: 7

Unit summary

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

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Comply with all workplace health, safety and welfare legislation requirements</p>	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</p> <p>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:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area 1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures</p>	<p>2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures</p> <p>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</p> <p>2.3 List the current Health and Safety Executive top ten safety risks</p> <p>2.4 List the current Health and Safety Executive top five health risks</p> <p>2.5 State how changing circumstances within the workplace could cause hazards</p> <p>2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Comply with organisational policies and procedures to contribute to health, safety and welfare</p>	<p>3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices</p> <p>3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare</p> <p>3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures</p> <p>3.4 Safely store health and safety control equipment in accordance with given instructions</p> <p>3.5 Dispose of waste and/or consumable items in accordance with legislation</p> <p>3.6 State the organisational policies and procedures for health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback <p>3.7 State the appropriate types of fire extinguishers relevant to the work</p> <p>3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area</p>	<p>4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare</p> <p>4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace <p>4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace</p>			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Conforming to Productive Working Practices in the Workplace

Unit reference number: J/503/1169

QCF level: 2

Credit value: 3

Guided learning hours: 10

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.

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVO in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain relevant records in accordance with the organisational procedures	3.1 Complete relevant documentation according to the occupation as required by the organisation 3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> – job cards – worksheets – material/resource lists – time 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	<p>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</p> <p>4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others</p> <p>4.3 Describe how to maintain good working relationships, in relation to:</p> <ul style="list-style-type: none"> – individuals – customer and operative – operative and line management – own and other occupations <p>4.4 Describe why it is important to work effectively with line management, colleagues and customers</p> <p>4.5 Describe how working relationships could have an effect on productive working</p> <p>4.6 Describe how to apply principles of equality and diversity when communicating and working with others</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: F/503/1171

QCF level: 2

Credit value: 5

Guided learning hours: 17

Unit summary

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

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when moving, handling and/or storing resources	<p>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</p> <p>3.2 Use lifting aids safely as appropriate to the work</p> <p>3.3 Protect the environment in accordance with safe working practices as appropriate to the work</p> <p>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:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV) <p>3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</p> <p>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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources</p>	<p>4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to:</p> <ul style="list-style-type: none"> – lifting and handling aids – container(s) – fixing, holding and securing systems <p>4.3 Describe how the resources should be handled and how any problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 Dispose of waste and packaging in accordance with legislation 5.3 Maintain a clean work space when moving, handling or storing resources 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Installing Door Systems in the Workplace

Unit reference number: H/600/7164

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

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

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

- Vertically sliding industrial/commercial doors
- Vertically rolling industrial/commercial doors
- Horizontally acting industrial/commercial doors, gates and barriers
- Fire resisting industrial/commercial doors
- Domestic garage doors with panel construction
- Domestic garage doors with rolling construction
- Domestic garage doors – power operated
- Manual pedestrian slide, swing and folding doors
- Fire resisting pedestrian doors
- Power operated pedestrian slide, swing and folding doors
- Manual and power operated pedestrian revolving doors.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing door systems</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information, oral/written instructions and regulations governing industrial and/or pedestrian door systems 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing door systems	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – on site, below ground level, at height, with tools and equipment, with materials and manual lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports 2.4 State the types of fire extinguishers available when installing door systems and describe how and when they are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when installing door systems	<p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when installing door systems</p> <p>3.2 Explain why and when personal protective equipment (PPE) relating to installing door systems should be used, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>3.4 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing door systems as relevant to the operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install door systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – selected type of door system and door components – ancillary equipment for the doors and the installation work – power source and supplies for installation (powered door systems only) – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Identify hazards associated with the resources and method of work</p> <p>4.5 Explain how to calculate size, area and quantity associated with the method/procedure to install door systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing door systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install door systems to the required specification	<p>7.1 Demonstrate the following work skills when installing door systems:</p> <ul style="list-style-type: none"> – measuring, marking out, positioning, levelling, aligning, fitting, adjusting, securing, finishing and commissioning <p>7.2 Install industrial or pedestrian door systems to contract specification, relating to:</p> <ul style="list-style-type: none"> – one of the following types of industrial door systems: vertical sliding; vertical rolling or horizontal action <p>Or</p> <ul style="list-style-type: none"> – one of the following types of pedestrian door systems: powered; non-powered; fire doors; revolving doors; up and over doors or garage doors <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – confirm and prepare the structure and opening for the selected type of door system – prepare and fix doors and ancillary items of the selected door system – commission the selected door system <p>7.4 Safely use and store hand tools and/or portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when installing door systems 7.6 Describe how to maintain tools and equipment used when installing door systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Servicing and Maintaining Door Systems in the Workplace

Unit reference number: T/600/7167

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- Installation
- Repair.

Plus one of the following:

- Vertically sliding industrial/commercial doors
- Vertically rolling industrial/commercial doors
- Horizontally acting industrial/commercial doors, gates and barriers
- Fire resisting industrial/commercial doors
- Domestic garage doors with panel construction
- Domestic garage doors with rolling construction
- Domestic garage doors – power operated
- Manual pedestrian slide, swing and folding doors
- Fire resisting pedestrian doors
- Power operated pedestrian slide, swing and folding doors
- Manual and power operated pedestrian revolving doors.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when servicing and maintaining door systems</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules, manufacturers' information and servicing information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information and regulations governing industrial and/or pedestrian door systems 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when servicing and maintaining door systems	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – on site, below ground level, at height, with tools and equipment, with materials and manual lifting 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to service and maintain door systems	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – lubricants and fluids – door components and associated ancillary items for the selected type of door system – cleaning materials – ancillary equipment for the service and maintenance work – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, lubricants, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Identify hazards associated with the resources and method of work</p> <p>4.5 Explain how to calculate quantity and size associated with the method/procedure to service and maintain door systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when servicing and maintaining door systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to service and maintain door systems to the required specification</p>	<p>7.1 Demonstrate the following work skills when servicing and maintaining door systems:</p> <ul style="list-style-type: none"> – lubricating, adjusting, operational performance and replacing door components <p>7.2 Service and maintain industrial or pedestrian door systems to contract specification relating to:</p> <ul style="list-style-type: none"> – one of the following types of industrial door systems: vertical sliding; vertical rolling or horizontal action <p>Or</p> <ul style="list-style-type: none"> – one of the following types of pedestrian door systems: powered (including restoring power); non-powered; fire doors; revolving doors; up and over doors or garage doors <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – clean/lubricate moving parts of the door system – check and adjust the selected type of door system – replace and/or repair components of the selected type of door system – check power source and supplies, as applicable (powered pedestrian door systems only) <p>7.4 Safely use and store hand tools and/or portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when servicing and maintaining door systems 7.6 Describe how to maintain the tools and equipment used when servicing and maintaining door systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Dismantling and Repairing Door Systems in the Workplace

Unit reference number: F/600/7172

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

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

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

- Vertically sliding industrial/commercial doors
- Vertically rolling industrial/commercial doors
- Horizontally acting industrial/commercial doors, gates and barriers
- Fire resisting industrial/commercial doors
- Domestic garage doors with panel construction
- Domestic garage doors with rolling construction
- Domestic garage doors – power operated
- Manual pedestrian slide, swing and folding doors
- Fire resisting pedestrian doors
- Power operated pedestrian slide, swing and folding doors
- Manual and power operated pedestrian revolving doors.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when dismantling and repairing door systems</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information and regulations governing industrial and/or pedestrian door systems 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when dismantling and repairing door systems</p>	<p>3.1 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when dismantling and repairing door systems</p> <p>3.2 Explain why and when personal protective equipment (PPE) relating to dismantling and repairing door systems should be used, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>3.4 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with dismantling and repairing door systems as relevant to the operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to dismantle and repair door systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – repair and replacement materials/ components relevant to the selected type of door system – ancillary equipment for the dismantle and repair work – equipment/instruments for measuring – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Identify hazards associated with the resources and method of work</p> <p>4.5 Explain how to calculate size, area and quantity associated with the method/procedure to dismantle and repair door systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when dismantling and repairing door systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to dismantle and repair door systems to the required specification	<p>7.1 Demonstrate the following work skills when dismantling and repairing door systems:</p> <ul style="list-style-type: none"> – dismantling, repairing, replacing, adjusting, finishing and commissioning <p>7.2 Dismantle and repair industrial or pedestrian door systems to contract specification, relating to:</p> <ul style="list-style-type: none"> – one of the following types of industrial door systems: vertical sliding; vertical rolling or horizontal action <p>Or</p> <ul style="list-style-type: none"> – one of the following types of pedestrian door systems: powered; non-powered; fire doors; revolving doors; up and over doors or garage doors <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – evaluate and secure the door system – diagnose the repair requirement for the selected type of door system – dismantle and clean the selected door system – repair/replace components, assemble and commission the selected type of door system <p>7.4 Safely use and store hand tools and/or portable power tools and ancillary equipment</p>			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Removing and Repairing Eaves and Verge Finishings in the Workplace

Unit reference number: D/600/7177

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of removing and repairing eaves and verge finishings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when removing and repairing eaves and verge finishings</p>	<p>1.1 Interpret and extract information from drawings, scales, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to: drawings, scales, specifications, schedules, manufacturers' information and regulations governing buildings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when removing and repairing eaves and verge finishings	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting – near telephone lines and overhead power supplies 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to remove and repair eaves and verge finishings</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – timber, tiles and slates, sarking, fixings, fittings, sand and cement – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work, with particular emphasis on asbestos cement materials</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to remove and repair eaves and verge finishings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when removing and repairing eaves and verge finishings	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – remove existing gutters, fascias, snow guards, leaf traps, bargeboards, soffits, tiles and slates, asbestos cement materials – repair feet of existing rafters and/or joists – replace sarking and battens – locate and remove telephone lines and overhead power supplies in accordance with organisational policy – assess expansion and contraction across products – assess compatibility across manufacturer’s products – use hand tools, power tools and equipment – use access equipment <p>7.5 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.6 State the needs of other occupations and how to communicate within a team when removing and repairing eaves and verge finishings</p> <p>7.7 Describe how to maintain the tools and equipment used when removing and repairing eaves and verge finishings</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: H/600/7181

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing eaves, verge and rainwater systems</p>	<p>1.1 Interpret and extract information from drawings, scales, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, scales, specifications, schedules, manufacturers' information and regulations governing buildings 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when installing eaves, verge and rainwater systems	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting – near telephone lines and overhead power supplies 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install eaves, verge and rainwater systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – fascias, bargeboards, soffits, guttering, snow guards, leaf traps, tiles, slates, fixings, fittings, adhesives, sealants – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install eaves, verge and rainwater systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing eaves, verge and rainwater systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install eaves, verge and rainwater systems to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing eaves, verge and rainwater systems:</p> <ul style="list-style-type: none"> – measuring, marking out, fitting, positioning and securing <p>7.2 Install to contractor's working instructions:</p> <ul style="list-style-type: none"> – proprietary fascias, bargeboard and soffit systems – proprietary guttering and downpipes, and associated fittings <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – install proprietary fascias, bargeboards, snow guards, leaf traps, soffits, guttering and downpipes – replace existing tiles/slates – replace telephone lines and overhead power supplies in accordance with organisational policy – assess expansion and contraction across products – assess compatibility across manufacturer's products – use hand tools, power tools and equipment – use access equipment <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when installing eaves, verge and rainwater systems 7.6 Describe how to maintain the tools and equipment used when installing eaves, verge and rainwater systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Preparing Rainwater Systems Resources in the Workplace

Unit reference number: T/600/7184

QCF level: 2

Credit value: 11

Guided learning hours: 37

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when preparing rainwater systems resources	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting – near telephone lines and overhead power supplies 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to prepare rainwater systems resources</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – aluminium coil – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to prepare rainwater systems resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when preparing rainwater systems resources	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to prepare rainwater systems resources to the required specification	<p>7.1 Demonstrate the following work skills when preparing rainwater systems resources:</p> <ul style="list-style-type: none"> – measuring, marking out, cutting fit and securing <p>7.2 Profile aluminium coil to contractor’s working instructions relating to:</p> <ul style="list-style-type: none"> – gutters and stop ends – forming downpipe holes – forming bends <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – profile aluminium coil into gutters and stop ends – form holes for downpipes – form bends – assess expansion and contraction across products – assess compatibility across manufacturer’s products – use hand tools, power tools and equipment – use access equipment <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when preparing rainwater systems resources 7.6 Describe how to maintain the tools and equipment used when preparing rainwater systems resources			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Repairing Rainwater Systems in the Workplace

Unit reference number: J/600/7190

QCF level: 2

Credit value: 11

Guided learning hours: 37

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to comply with relevant legislation and official guidance when repairing rainwater systems	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting – near telephone lines and overhead power supplies 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative 2.3 State what the accident reporting procedures are and who is responsible for making reports			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to repair rainwater systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – polymer liners, sarking, cappings, corner inserts, boundary dividers, sealants, fixings – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair rainwater systems</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repairing rainwater systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to repair rainwater systems to the required specification</p>	<p>7.1 Demonstrate the following work skills when repairing rainwater systems:</p> <ul style="list-style-type: none"> – measuring, marking out, cutting and profiling <p>7.2 Repair existing concrete gutters with polymer liners to contractor’s working instructions</p> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – re-line concrete gutters with polymer liners and corner inserts – seal downpipe outlets – replace sarking – assess expansion and contraction across products – assess compatibility across manufacturer’s products – use hand tools, power tools and equipment – use access equipment <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when repairing rainwater systems</p> <p>7.6 Describe how to maintain the tools and equipment used when repairing rainwater systems</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Applying Sealants to Structural Fabric in the Workplace

Unit reference number: K/600/7215

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when applying sealants to structural fabric</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules, job sheets, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, job sheets, method statements, manufacturers' information and regulations governing buildings 			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to apply sealants to structural fabric</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – sealants – applicators – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length and area associated with the method/procedure to apply sealants to structural fabric</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when applying sealants to structural fabric	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to apply sealants to structural fabric to the required specification	<p>7.1 Demonstrate the following work skills when applying sealants to structural fabric:</p> <ul style="list-style-type: none"> – measuring, cleaning, preparing, checking, selecting and applying <p>7.2 Prepare joints and apply sealant by manual application to seal concrete floors and two or more of the following structures to contractor’s working instructions:</p> <ul style="list-style-type: none"> – masonry – soffits – window/door frames – work surfaces/sanitary ware <p>7.3 Mix multi-part sealants</p> <p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – prepare joints and seal timber, concrete, metal, masonry, ceramics, plastics – mix multi-part sealants – use and maintain applicators, hand tools, power tools and equipment <p>7.5 Safely use and store hand tools, portable power tools, ancillary equipment and applicators</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 State the needs of other occupations and how to communicate within a team when applying sealants to structural fabric 7.7 Describe how to maintain the tools and equipment used when applying sealants to structural fabric			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Erecting and Dismantling Access/Working Platforms in the Workplace

Unit reference number: D/600/8281

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of erecting and dismantling access/working platforms to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- Own occupational area of work

Plus two or more of the following:

- Ladders/crawler boards
- Step ladders/platform steps
- Proprietary towers
- Trestle platforms
- Mobile scaffold towers
- Proprietary staging/podiums.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms</p>	<p>1.1 Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – specifications, current legislation, method statements, risk assessments and manufacturers' information 			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – ladders/crawler boards – stepladders/platform steps – trestles – proprietary staging/podiums – proprietary towers – mobile scaffold towers – protection equipment and notices – tools and ancillary equipment <p>4.2 Select resources associated with own work in relation to materials, components, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platform	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Complete the work within the allocated time when erecting and dismantling access/working platforms	6.1 Demonstrate completion of the work within the allocated time 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – organisational procedures for reporting circumstances which will affect the work programme 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – provide protection to the work area – establish a base for equipment – erect proprietary access equipment to manufacturer's instructions suitable for the work – erect non-proprietary access equipment suitable for the work – place protective screens and notices – check/monitor equipment during the period of use – dismantle and store access equipment – use tools and equipment <p>7.4 Safely use and store materials, hand tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms</p> <p>7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Establishing Work Area Protection and Safety in the Workplace

Unit reference number: T/503/9560

QCF level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

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

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to establish work area protection and safety</p>	<p>4.1 Select resources associated with own work in relation to materials, components and fixings, and tools and equipment</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – safety and security barriers – protection and safety notices – temporary structures – signs and lighting – hand and/or powered tools and equipment <p>4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work</p> <p>4.6 Describe how to calculate quantity, length and area associated with the method/procedure to establish work area protection and safety</p>			

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – plan for the protection and the safety of the work and surrounding environment – install, check and maintain the protection and safety equipment – dismantle and remove protection and safety equipment – install safety notices – install lighting systems – use hand tools, power tools and equipment – work at height – use access equipment <p>7.6 Describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety</p> <p>7.7 Describe how to maintain the tools and equipment used when establishing work area protection and safety</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Installing Internal Display Systems in the Workplace

Unit reference number: F/600/7222

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install internal display systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – manufactured sheet material, metals, plastics, fabrics, counters, display units – adhesives, sealants, fixings and associated ancillary items – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length and area associated with the method/procedure to install internal display systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing internal display systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation and client/customer procedures 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install internal display systems to the required specification	<p>7.1 Demonstrate the following work skills when installing internal display systems:</p> <ul style="list-style-type: none"> – measuring, marking out, fitting, finishing, positioning and securing <p>7.2 Install any two of the following internal display systems to given working instructions:</p> <ul style="list-style-type: none"> – free standing – wall mounted – ceiling mounted – glass mounted <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – prepare and install free standing, wall mounted, ceiling mounted and glass mounted systems – determine the layout of displays – determine the location and accessibility of the display – establish the displayed product's requirements – form joints associated with internal display installation – use hand tools, power tools and equipment <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when installing internal display systems 7.6 Describe how to maintain the tools and equipment used when installing internal display systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Installing Display Signs in the Workplace

Unit reference number: L/600/7224

QCF level: 2

Credit value: 9

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- Free standing
- Wall mounted
- Ceiling mounted.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install display signs</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – proprietary display signs – manufactured sheet materials, metals, plastics and fabrics – adhesives, sealants, fixings and ancillary items – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length and area associated with the method/procedure to install display signs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing display signs	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation and client/customer procedures 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install display signs to the required specification	<p>7.1 Demonstrate the following work skills when installing display signs:</p> <ul style="list-style-type: none"> – measuring, marking out, fitting, finishing, positioning and securing <p>7.2 Install any two of the following illuminated and/or non-illuminated display signs to given working instructions:</p> <ul style="list-style-type: none"> – free standing – wall mounted – ceiling mounted <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – prepare and install illuminated and/or non-illuminated free standing wall and ceiling mounted display signs – determine the layout of display signs – determine the location and accessibility of the display signs – establish the displayed product’s requirements – use hand tools, power tools and equipment <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when installing display signs 7.6 Describe how to maintain the tools and equipment used when installing display signs			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Installing Graphic Displays in the Workplace

Unit reference number: D/600/7227

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- Glass mounted
- Wall mounted
- Free standing.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install graphic displays</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – plastic, vinyl, fabric – adhesives, sealants, fixings and ancillary items – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length and area associated with the method/procedure to install graphic displays</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing graphic displays	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation and client/customer procedures 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install graphic displays to the required specification	<p>7.1 Demonstrate the following work skills when installing graphic displays:</p> <ul style="list-style-type: none"> – measuring, marking out, cutting, fitting, finishing, positioning and securing <p>7.2 Install any of the following graphic displays to given working instructions:</p> <ul style="list-style-type: none"> – glass mounted – wall mounted – free standing <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – prepare and apply wall mounted, glass mounted and free standing graphic displays – determine the layout of graphic displays – determine the location of graphic displays – establish the displayed product's requirements – use hand tools, power tools and equipment <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when installing graphic displays</p> <p>7.6 Describe how to maintain the tools and equipment used when installing graphic displays</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Maintaining and Repairing Industrial Storage Systems in the Workplace

Unit reference number: J/600/7237

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against two endorsements from Group 1 and one endorsement from Group 2:

Group 1 (pallet racking):

- Drive in/drive through
- Dynamic storage
- High bay (over 12 metres)
- Mobile
- Mini load
- Cantilever
- Rack clad
- Multi tier.

Group 2 (industrial shelving systems):

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to maintain and repair industrial storage systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – frames, beams, rails, support and anchoring devices – ancillary pallet racking and industrial shelving components – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain and repair industrial storage systems</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when maintaining and repairing industrial storage systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – maintain and repair standard adjustable pallet racking (APR) (up to 12 metres) – install drive in and/or drive through and/or live storage and/or high bay (over 12 metres) and/or mobile and/or mini load and/or cantilever and/or rack clad and/or multi tier pallet racking systems – maintain and repair carton live and/or single tier and/or multi tier and/or long span and/or mobile industrial shelving systems – identify faults, report and/or rectify within the limits of your capabilities – ensure equipment is functioning correctly – use hand tools, power tools and equipment – work at height – use access equipment <p>7.4 Safely use and store hand tools, portable power tools, ancillary equipment and materials</p> <p>7.5 State the needs of other occupations and how to communicate within a team when maintaining and repairing industrial storage systems</p> <p>7.6 Describe how to maintain the tools and equipment used when maintaining and repairing industrial storage systems</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Inspecting Industrial Storage Systems in the Workplace

Unit reference number: L/600/7241

QCF level: 2

Credit value: 10

Guided learning hours: 33

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one endorsement from Group 1 and one endorsement from Group 2:

Group 1 (pallet racking):

- Drive in/drive through
- Dynamic storage
- High bay (over 12 metres)
- Mobile
- Mini load
- Cantilever
- Rack clad
- Multi tier.

Group 2 (industrial shelving systems):

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to inspect industrial storage systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to inspect industrial storage systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when inspecting industrial storage systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – inspect standard adjustable pallet racking (APR) – install drive in and drive through, live storage, high bay, mobile, mini load, cantilever, rack clad and multi tier pallet racking systems – inspect carton live, single tier, multi tier, long span and mobile industrial shelving systems – ensure that the correct methods of installation have been used – identify defects and discrepancies – identify re-occurrence of damage – establish that correct signage has been used – ensure correct operational use of the storage system – ensure the storage system remains suitable to meet the operational demands – record and report the findings of the inspection – use hand tools, power tools and equipment – work at height – use access equipment <p>7.4 Safely use and store hand tools, portable power tools, ancillary equipment and materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when inspecting industrial storage systems 7.6 Describe how to maintain the tools and equipment used when inspecting industrial storage systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Welding Door System Components in the Workplace

Unit reference number: F/600/8502

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 Identify potential hazards arising from joining operations, in particular fumes, explosions, fire and personal injury through burns 1.7 Shut down the equipment to a safe condition on completion of joining activities 1.8 Deal promptly with excess and waste materials, and temporary attachments, in line with approved and agreed procedures			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Produce joints of the required quality and dimensional accuracy in accordance with the given specification when welding door system components</p>	<p>3.1 Demonstrate the following joining positions: – flat, vertical, horizontal and overhead, inclined</p> <p>3.2 Make the following type and complexity of joint: – butt (from one side and both sides) – fillet</p> <p>3.3 Join the following materials: – ferrous metal (sheet and plate) – joints to be formed using steel sheet materials, steel plate rolled and hollow section</p> <p>3.4 Describe ferrous materials and their joining characteristics when using fusion welding techniques</p> <p>3.5 Make the joints as specified using the appropriate thermal joining technique</p> <p>3.6 Describe the use of manual metal-arc, oxyacetylene and manual inert gas (mig) processes and equipment for welding and cutting</p> <p>3.7 Explain how to set oxyacetylene and manual/gas flow, metal-arc equipment, in particular gas pressures, nozzle sizes, amperage, voltage and selection of weld rods or electrodes, mig wire, mig wire settings and tests</p> <p>3.8 Describe how to visually examine welds: weld contour, undercut and incomplete filling, smoothness of joints where welding is restarted, penetration in butt joints welded from one side only, surface defects</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.9 State the types of destructive tests for: butt weld in sheet, fillet weld in sheet, butt weld in plate (without backing welded from one side), butt weld in plate (welded from both sides), butt weld in plate (with backing), fillet weld in plate, butt weld in pipe (without backing), butt weld in pipe (with backing), branch connection (fillet weld)</p> <p>3.10 Meet the quality standard and dimensional accuracy of joints, in relation to the following:</p> <ul style="list-style-type: none"> – fit for purpose – to original design – work is carried out to BS 4872: Part 1 and client requirements 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Deal with problems promptly and effectively in accordance with approved and agreed organisational procedures when welding door system components	4.1 Deal with problems within their control and report those that cannot be solved 4.2 State their organisation's reporting lines and procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Preparing and Operating Scissor-type Mobile Elevating Work Platforms (MEWP) in the Workplace

Unit reference number: T/600/8013

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out accessing operations with scissor-type MEWPs	3.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, 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 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain safe working practices when preparing for and carrying out accessing operations using scissor-type MEWPs</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during accessing operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to accessing operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and accessing discharging aids – hand tools, ancillary equipment and/or accessories <p>5.2 Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out accessing operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when accessing work areas using scissor-type MEWPs	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure scissor-type MEWPs 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to accessing areas to carry out work using scissor-type MEWPs to the required specification	8.1 Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down 8.2 Prepare, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the scissor-type MEWP used for accessing work – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify the area for accessing – check to avoid damage to structures and utilities service apparatus – access working areas safely and securely – shut down and secure the scissor-type MEWP – use hand tools, ancillary equipment and accessories <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out accessing operations</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to access working areas</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Preparing and Operating Boom-type Mobile Elevating Work Platforms (MEWP) in the Workplace

Unit reference number: Y/600/8019

QCF level: 2

Credit value: 14

Guided learning hours: 47

Unit summary

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

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

- Mobile elevating work platforms – boom self propelled
- Mobile elevating work platforms – boom vehicle mounted

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out accessing operations with boom-type MEWPs</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain safe working practices when preparing for and carrying out accessing operations using boom-type MEWPs	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during accessing operations 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to accessing operations, and the types, purpose and limitations of each type 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using boom-type MEWPs</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and accessing discharging aids – hand tools, ancillary equipment and/or accessories <p>5.2 Request and select resources associated with boom-type MEWPs in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out accessing operations</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Minimise the risk of damage to the work and surrounding area when accessing work areas using boom-type MEWPs	<p>6.1 Protect the work and its surrounding area from damage</p> <p>6.2 Minimise damage and maintain a clean work space</p> <p>6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions</p> <p>6.4 Dispose of waste in accordance with legislation</p> <p>6.5 State why the disposal of waste should be carried out safely in relation to the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure boom-type MEWPs 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to accessing areas to carry out work using boom-type MEWPs to the required specification	8.1 Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down 8.2 Prepare, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to accessing areas to carry out work using boom-type MEWPs to the required specification</p>	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the boom-type MEWP used for accessing work – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify the area for accessing – check to avoid damage to structures and utilities service apparatus – access working areas safely and securely – shut down and secure the boom-type MEWP – use hand tools, ancillary equipment and accessories <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out accessing operations</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to access working areas</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Preparing and Operating Mast Climber-type Mobile Elevating Work Platforms (MEWP) in the Workplace

Unit reference number: H/600/8024

QCF level: 2

Credit value: 12

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of mast climber-type MEWPs to access areas to carry out the work</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to accessing operations 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance to carry out accessing operations with mast climber-type MEWPs	3.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, 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 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain safe working practices when preparing for and carrying out accessing operations using mast climber-type MEWPs</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during accessing operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to accessing operations, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using mast climber-type MEWPs	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and accessing discharging aids – hand tools, ancillary equipment and/or accessories <p>5.2 Request and select resources associated with mast climber-type MEWPs in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate quantity, weight, length and area associated with the method/procedures to carry out accessing operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when accessing work areas using mast climber-type MEWPs	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure mast climber-type MEWPs 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to accessing areas to carry out work using mast climber-type MEWPs to the required specification	8.1 Demonstrate the following work skills when preparing for and accessing work areas using mast climber-type MEWPs: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down 8.2 Prepare, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the mast climber-type MEWP used for accessing work – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – identify the area for accessing – check to avoid damage to structures and utilities service apparatus – access working areas safely and securely – shut down and secure the mast climber-type MEWP – use hand tools, ancillary equipment and accessories <p>8.4 Safely use and store hand tools and ancillary equipment</p> <p>8.5 State the needs of other occupations and how to communicate within a team when preparing to and carrying out accessing operations</p> <p>8.6 Describe how to maintain the plant, tools and equipment used to access working areas</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Slinging and Signalling the Movement of Loads (Secondary Role) in the Workplace

Unit reference number: R/600/8102

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of slinging and signalling the movement of loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation for and the slinging and signalling of loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules, method statements and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, manufacturers' information, approved procedures and codes of practice 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out	2.1 Organise the work according to given information or instructions 2.2 Describe how to communicate ideas between team members 2.3 Organise and communicate with team members and other associated occupations 2.4 State how to organise resources prior to and when slinging and signalling of loads			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain safe working practices when preparing for and slinging and signalling loads	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements when slinging and signalling of loads</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when slinging and signalling loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the work within the allocated time when preparing to and slinging and signalling loads	7.1 Demonstrate completion of the work within the allocated time 7.2 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Comply with the given contract information to prepare to and sling and signal loads for movement to the required specification</p>	<p>8.1 Demonstrate the following work skills when preparing to and slinging and signalling loads:</p> <ul style="list-style-type: none"> – measuring, gauging, estimating, fitting, fixing, testing, balancing, interpreting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling, relaying and removing <p>8.2 Prepare to and attach loads to lifting equipment, and guide loads using signals to the required destination to given working instructions using appropriate load securing methods and lifting accessories</p> <p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – confirm method of communication – determine the method of slinging – select and use suitable slinging equipment/lifting accessories – sling loads securely and balance within correct weight distribution following agreed/recognised operational procedures – position loads safely and securely – remove and store lifting accessories – use hand tools, ancillary equipment and accessories 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.4 Safely use and store hand tools and slinging, signalling, communication and ancillary equipment 8.5 State the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads 8.6 Describe how to maintain the tools and equipment used to sling and signal loads			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Installing Door Wiring Systems in the Workplace

Unit reference number: K/600/7229

QCF level: 2

Credit value: 11

Guided learning hours: 37

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing door wiring systems</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information and regulations governing electrical installation and door systems 			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install door wiring systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – multi-core and single-core cables with PVC insulation – electrical motors and starters – switch gear and isolators – low voltage accessories, including safety edges, photo beams and other sensors – electrical test equipment – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity and area associated with the method/procedure to install door wiring systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing door wiring systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install door wiring systems to the required specification	<p>7.1 Demonstrate the following work skills when installing door wiring systems:</p> <ul style="list-style-type: none"> – measuring, marking out, fitting, finishing, adjusting, aligning, positioning and securing <p>7.2 Prepare for and install door wiring systems, to the isolation point only, to given working instructions for at least one of the following:</p> <ul style="list-style-type: none"> – vertical sliding doors – vertical rolling doors – horizontal action doors – revolving doors <p>7.3 Complete functionality checks in accordance with working instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – install wiring systems to vertical sliding doors and/or vertical rolling doors and/or horizontal action doors and/or revolving doors (to the isolation point only) – comply with current electrical regulations – identify the appropriate power supply – understand earth bonding requirements – understand single and three phase motor operation – establish how to reverse motor direction – identify the different methods of electrical testing – commission the completed selected door system – use hand tools, power tools and equipment – use electrical test equipment – work at height – use access equipment <p>7.5 Safely use and store hand tools, portable power tools, ancillary equipment, electrical test equipment and materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 State the needs of other occupations and how to communicate within a team when installing door wiring systems 7.7 Describe how to maintain the tools and equipment used when installing door wiring systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Preparing and Operating Rough Terrain Masted Forklifts to Lift and Transfer Loads in the Workplace

Unit reference number: H/600/7889

QCF level: 2

Credit value: 18

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 and operating rough terrain masted forklifts to lift and transfer loads in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating rough terrain masted forklifts to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of rough terrain masted forklifts to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to rough terrain masted forklift operations 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when carrying out lifting and transferring loads with rough terrain masted forklifts</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain safe working practices when preparing for and carrying out forklift operations with rough terrain masted types</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during rough terrain masted forklift operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to rough terrain masted forklift use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with rough terrain masted types</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting aids – hand tools, ancillary equipment and/or accessories <p>5.2 Request and select resources associated with rough terrain masted forklifts in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight, bearing pressure, length and area associated with the method/ procedures to lift and transfer loads using rough terrain masted forklifts</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure rough terrain masted forklifts 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using rough terrain masted forklifts to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using rough terrain masted forklifts: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare and operate rough terrain masted forklift to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the machine for the forklift operation – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – operate and move the rough terrain masted forklift – identify characteristics, type, weight and positioning of loads for lifting and transferring – secure and balance loads for lifting – lift, remove and transfer loads – position, place and set down loads – confirm load stability and security – shut down the rough terrain masted forklift – use hand tools, ancillary equipment and accessories <p>8.4 Safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads 8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Preparing and Operating Industrial Counterbalanced Forklifts to Lift and Transfer Loads in the Workplace

Unit reference number: M/600/7894

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating industrial counterbalanced forklifts to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of industrial counterbalanced forklifts to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to industrial counterbalanced forklift operations 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with industrial counterbalanced forklifts	3.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, 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 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain safe working practices when preparing for and carrying out forklift operations with industrial counterbalanced types	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during industrial counterbalanced forklift operations 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to industrial counterbalanced forklift use, and the types, purpose and limitations of each type 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with industrial counterbalanced types</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting aids – hand tools, ancillary equipment and/or accessories <p>5.2 Request and select resources associated with industrial counterbalanced forklifts in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight, length and area associated with the method/procedures to lift and transfer loads using industrial counterbalanced forklifts</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure industrial counterbalanced forklifts 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using industrial counterbalanced forklifts to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads with industrial counterbalanced forklifts: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare and operate industrial counterbalanced forklift to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the machine for the forklift operation – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – operate and move the industrial counterbalanced forklift – identify characteristics, type, weight and positioning of loads for lifting and transferring – secure and balance loads for lifting – lift, remove and transfer loads – position, place and set down loads – confirm load stability and security – shut down the industrial counterbalanced forklift – use hand tools, ancillary equipment and accessories <p>8.4 Safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads 8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Preparing and Operating Sideloader Forklifts to Lift and Transfer Loads in the Workplace

Unit reference number: L/600/7899

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating sideloader forklifts to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of sideloaders to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to sideloader operations 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads with sideloaders</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Maintain safe working practices when preparing for and carrying out forklift operations with sideloader types</p>	<p>4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during sideloader operations</p> <p>4.2 Explain why and when personal protective equipment (PPE) should be used, relating to rough terrain masted forklift use, and the types, purpose and limitations of each type</p> <p>4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out forklift operations with sideloader types</p>	<p>5.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources, and how they should be used correctly, relating to:</p> <ul style="list-style-type: none"> – consumables, lubricants and fuels – attachments and lifting aids – hand tools, ancillary equipment and/or accessories <p>5.2 Request and select resources associated with sideloader forklifts in relation to consumables, materials, attachments, tools, accessories and/or ancillary equipment</p> <p>5.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>5.4 Outline potential hazards associated with the resources and method of work</p> <p>5.5 Describe how to calculate weight, length and area associated with the method/procedures to lift and transfer loads using sideloaders</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure sideloaders 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using sideloaders to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using sideloaders: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare and operate sideloaders to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the machine for the forklift operation – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – operate and move the sideloader – identify characteristics, type, weight and positioning of loads for lifting and transferring – secure and balance loads for lifting – lift, remove and transfer loads – position, place and set down loads – confirm load stability and security – shut down the sideloader – use hand tools, ancillary equipment and accessories <p>8.4 Safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads 8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Preparing and Operating Telescopic Handlers to Lift and Transfer Loads in the Workplace

Unit reference number: A/600/7915

QCF level: 2

Credit value: 25

Guided learning hours: 83

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating telescopic handlers to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

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

- Telescopic handlers – industrial telescopic
- Telescopic handlers – up to 9 metres
- Telescopic handlers – all sizes excluding 360 degree
- Telescopic handlers – all sizes including 360 degree.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of telescopic handlers to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to telescopic handler operations 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to comply with relevant legislation and official guidance when lifting and transferring loads	3.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, 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 State what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain safe working practices when preparing for and carrying out telescopic handler operations	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during telescopic handler operations 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to telescopic handler use, and the types, purpose and limitations of each type 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure telescopic handlers 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using telescopic handlers to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using telescopic handlers: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare, set up and operate telescopic handlers to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the telescopic handler for the lifting operation – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – operate and move the tele-handler – identify characteristics, type, weight and positioning of loads for lifting and transferring – secure and balance loads for lifting – lift, remove and transfer loads – position, place and set down loads – confirm load stability and security – shut down the tele-handler – use hand tools, ancillary equipment and accessories <p>8.4 Safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads 8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Preparing and Operating Lorry Loaders or Knuckle Boom Cranes to Lift and Transfer Loads in the Workplace

Unit reference number: J/600/7920

QCF level: 2

Credit value: 30

Guided learning hours: 100

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating lorry loaders/knuckle boom cranes to lift and transfer loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the use of lorry loaders/knuckle boom cranes to lift, transfer and place loads</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to lorry loader/knuckle boom crane operations 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to comply with relevant legislation and official guidance when carrying out lifting operations</p>	<p>3.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting <p>3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative</p> <p>3.3 State what the accident reporting procedures are and who is responsible for making reports</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Maintain safe working practices when preparing for and carrying out lifting operations using lorry loaders/knuckle boom cranes	4.1 Use personal protective equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during lifting operations 4.2 Explain why and when personal protective equipment (PPE) should be used, relating to lorry loader/knuckle boom crane use, and the types, purpose and limitations of each type 4.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Minimise the risk of damage to the work and surrounding area when lifting and transferring loads	6.1 Protect the work and its surrounding area from damage 6.2 Minimise damage and maintain a clean work space 6.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 6.4 Dispose of waste in accordance with legislation 6.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Complete the work within the allocated time when preparing to and lifting and transferring loads	7.1 Demonstrate completion of the work within the allocated time 7.2 Shut down and secure lorry loader/knuckle boom crane 7.3 State the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the lifting operation 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Comply with the given contract information to lift, transfer and place loads using lorry loaders/knuckle boom cranes to the required specification	8.1 Demonstrate the following work skills when preparing for, lifting, transferring and placing loads using lorry loaders/knuckle boom cranes: <ul style="list-style-type: none"> – fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, lifting, transferring and setting down 8.2 Prepare, set up and operate lorry loaders/knuckle boom cranes to lift, transfer and place a variety of loads in the workplace, to given working instructions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.3 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – identify the characteristics of the crane for the lifting operation – carry out performance checks – prepare, set up and adjust for operational requirements – complete functional checks – carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area – operate and move (where applicable) the crane – identify characteristics, type, weight and positioning of loads for lifting and transferring – secure and balance loads for lifting – lift, remove and transfer loads – position, place and set down loads – confirm load stability and security – shut down the crane – use hand tools, ancillary equipment and accessories <p>8.4 Safely use and store hand tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 State the needs of other occupations and how to communicate within a team when preparing for and lifting and transferring loads 8.6 Describe how to maintain the plant, tools and equipment used to lift and transfer loads			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: **Preparing and Operating Specialised Powered Tools and Equipment in the Workplace**

Unit reference number: D/600/8099

QCF level: 2

Credit value: 4

Guided learning hours: 13

Unit summary

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

Assessment requirements/evidence requirements

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

- the Additional Requirements for Qualifications using the title NVQ in the QCF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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

Workplace evidence of skills cannot be simulated.

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

- Generators
- Pumps
- Pedestrian operated plant or machinery
- Mixers
- Compressors
- Self-powered tools.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the preparation and use of powered tools and/or equipment</p>	<p>1.1 Interpret and extract information from drawings, specifications, risk assessments, method statements, legislation, codes of practice, operating instructions and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, risk assessments, method statements, legislation, codes of practice, manufacturers' information and instructions applicable to powered tool operations 			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Request and select the required quantity and quality of resources to prepare for sustain powered tools and/or equipment	4.1 Request and select resources associated with the type of work in relation to fuel, power source, lubricants and consumables 4.2 Outline the organisational procedures for requisitioning consumables and other resources and why they have been developed and how they are used 4.3 Outline potential hazards associated with the resources and method of work and how they are overcome			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when using powered tools and/or equipment	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out safely in relation to the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Carry out-pre-use preparation inspections on powered tools and/or equipment in accordance with given procedures	<p>6.1 Demonstrate the following work skills when preparing for and using powered tools and/or equipment for the work:</p> <ul style="list-style-type: none"> – measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting <p>6.2 Prepare power unit tool(s) and/or ancillary equipment in the workplace to given working instructions</p> <p>6.3 Use and maintain power units, tools and ancillary equipment applicable to the work</p> <p>6.4 Describe the method of work for pre-use checks needed and the preparation required before using and operating powered tools and/or equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Operate powered tools and/or equipment in accordance with safe working practices to achieve the working outcome</p>	<p>7.1 Demonstrate the following work skills when using powered tools and/or equipment:</p> <ul style="list-style-type: none"> – measuring, aligning, assembling, fitting, levelling, positioning, checking, securing, connecting and adjusting <p>7.2 Operate and monitor power unit tool(s) and associated equipment in the workplace to given working instructions relating to continual running, closing down and cleaning</p> <p>7.3 Return powered tools and/or equipment to a safe operational condition on completion of work</p> <p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> – prepare, position and set up for work – secure accessories and tool attachments – carry out pre-use checks to manufacturer's and suppliers' information/procedures – operate, use and control – monitor and maintain – close down and secure – disassemble – transport and/or secure 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when preparing for and using powered tools and/or equipment 7.6 Disassemble power units, tools and ancillary equipment following completion of work			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 31: Installing Suspended Ceiling Systems in the Workplace

Unit reference number: K/600/7022

QCF level: 2

Credit value: 8

Guided learning hours: 27

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsement:

- Own occupational area of work

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install suspended ceiling systems</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – tiles, grid components, hangers, battens, braces, light fittings, grilles, insulation, panels, sealants, fixings, fittings – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length and area associated with the method/procedure to install suspended ceiling systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing suspended ceiling systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – install and repair exposed grid, linear and open cell, metal furring/pan grid proprietary suspended ceilings – install light fittings and grilles to proprietary suspended ceilings – install fire, smoke, sound and thermal cavity barriers – use hand tools, power tools and equipment – use access equipment <p>AND/OR</p> <ul style="list-style-type: none"> – install, clean and check stability of ambient/temperature controlled suspended ceilings – confirm seal of panel joints – use hand tools, power tools and equipment – use access equipment <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p> <p>7.5 State the needs of other occupations and how to communicate within a team when installing suspended ceiling systems</p> <p>7.6 Describe how to maintain the tools and equipment used when installing suspended ceiling systems</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: Installing Insulated Enclosure Floors in the Workplace

Unit reference number: Y/600/7209

QCF level: 2

Credit value: 11

Guided learning hours: 37

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing insulated enclosure floors</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules, manufacturers' information and building regulations</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information and regulations governing temperature controlled enclosures 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when installing insulated enclosure floors	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing insulated enclosure floors</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing insulated enclosure floors, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>3.4 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing insulated enclosure floors as relevant to the operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install insulated enclosure floors	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – insulate materials – heater mats with cabling – sealants for vapour barriers – hand and/or powered tools and equipment 4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment 4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used 4.4 Outline potential hazards associated with the resources and method of work 4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install insulated enclosure floors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing insulated enclosure floors	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install insulated enclosure floors to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing insulated enclosure floors:</p> <ul style="list-style-type: none"> – measuring, cutting, positioning, laying and securing <p>7.2 Install floor insulation, thermal and vapour barriers of a temperature controlled storage enclosure, to contractor’s working instructions, to include :</p> <ul style="list-style-type: none"> – layers of insulate – vapour barriers – thermal barriers (modular heater mats) <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – set out and prepare the area for installation of floor insulation, thermal and vapour barriers – position the layers of insulate required – position thermal barriers using heater mats with their respective cable connections – apply vapour barriers to requirements – check floor insulation, thermal and vapour barriers are intact, undamaged and secure before laying of wearing slabs and application of slip membranes – use hand tools, power tools and equipment <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.5 State the needs of other occupations and how to communicate within a team when installing insulated enclosure floors 7.6 Describe how to maintain the tools and equipment used when installing insulated enclosure floors			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 33: Installing Insulated Cladding Walls in the Workplace

Unit reference number: Y/600/7212

QCF level: 2

Credit value: 15

Guided learning hours: 50

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing insulated cladding walls</p>	<p>1.1 Interpret and extract information from of drawings, specifications, schedules, manufacturers' information and building regulations</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information and regulations governing temperature controlled enclosures 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when installing insulated cladding walls</p>	<p>3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing insulated cladding walls</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing insulated cladding walls, and the types, purpose and limitations of each type</p> <p>3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards</p> <p>3.4 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing insulated cladding walls as relevant to the operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install insulated cladding walls</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – sandwich panels/cladding – fixtures, fittings and sealants – access equipment and mechanical lifting aids – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install insulated cladding walls</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing insulated cladding walls	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Comply with the given contract information to install insulated cladding walls to the required specification	<p>7.1 Demonstrate the following work skills when installing insulated cladding walls:</p> <ul style="list-style-type: none"> – measuring, cutting, assembling, positioning, fitting, fixing, securing, finishing and sealing <p>7.2 Install the framework and the insulation sandwich panels/cladding for the walls of an ambient/temperature controlled area to contractor's working instructions</p> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – set out and prepare the area and support requirements for the installation of the wall panels/cladding – select and prepare the sandwich panels/cladding and framework – use recommended techniques with access equipment and mechanical lifting aids – position and secure the sandwich panels/cladding according to the type and recommended method of fixture – check cleanliness, finish and stability of the wall panelling/cladding – seal joints – use hand tools, power tools and equipment – use access equipment 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 34: Installing Insulated Enclosures in the Workplace

Unit reference number: R/600/7208

QCF level: 2

Credit value: 13

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 insulated enclosures in the workplace within the relevant sector of industry.

Assessment requirements/evidence requirements

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

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

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

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

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

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Interpret the given information relating to the work and resources when installing insulated enclosures</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules and manufacturers' information</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> – drawings, specifications, schedules, manufacturers' information and regulations governing ambient/temperature controlled storage enclosures 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain safe working practices when installing insulated enclosures	3.1 Use personal protective equipment (PPE) and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when installing insulated enclosures 3.2 Explain why and when personal protective equipment (PPE) should be used, relating to installing insulated enclosures, and the types, purpose and limitations of each type 3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards 3.4 Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with installing insulated enclosures as relevant to the operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Select the required quantity and quality of resources for the methods of work to install insulated enclosures</p>	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – sandwich panels – fixtures, fittings and sealants – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install insulated enclosures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing insulated enclosures	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install insulated enclosures to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing insulated enclosures:</p> <ul style="list-style-type: none"> – measuring, cutting, assembling, positioning, constructing, fitting, fixing, finishing, securing, finishing and sealing <p>7.2 Install/construct ambient/temperature controlled complete enclosures, to contractor’s working instructions, using sandwich panels to form the walls and roofs</p> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – set out and prepare the area for the installation/construction of the enclosure – prepare the sandwich panels – confirm any requirements for ceiling support work or firewall – position, fit and secure the sandwich panels to form walls and roof of the enclosure – check access openings and stability of the enclosure – confirm floor work of the enclosure is completed – seal panel joints and floor joints – use hand tools, power tools and equipment – use access equipment 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35: Installing Industrial Pallet Racking Systems in the Workplace

Unit reference number: H/600/7231

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

- Drive in/drive through
- Dynamic storage
- High bay (over 12 metres)
- Mobile
- Mini load
- Cantilever
- Rack clad
- Multi tier.

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install industrial pallet racking systems	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – frames, beams, rails, support and anchoring devices – ancillary pallet racking components – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install industrial pallet racking systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing industrial pallet racking systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – install standard adjustable pallet racking (APR) (up to 12 metres) – install drive in and/or drive through and/or live storage and/or high bay (over 12 metres) and/or mobile and/or mini load and/or cantilever and/or rack clad and/or multi tier industrial pallet racking systems – dismantle and remove industrial pallet racking systems – stack and band pallet racking systems – transport and store materials – use hand tools, power tools and equipment – work at height – use access equipment <p>7.4 Safely use and store hand tools, portable power tools, ancillary equipment and materials</p> <p>7.5 State the needs of other occupations and how to communicate within a team when installing industrial pallet racking systems</p> <p>7.6 Describe how to maintain the tools and equipment used when installing industrial pallet racking systems</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: **Installing Industrial Shelving Systems in the Workplace**

Unit reference number: M/600/7233

QCF level: 2

Credit value: 16

Guided learning hours: 53

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

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

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

Assessment methodology

Evidence of achievement of this unit should be drawn from the workplace, except where ConstructionSkills makes provision for evidence to be produced through simulation, as specified in the ConstructionSkills overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

Learning outcomes and assessment criteria

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Select the required quantity and quality of resources for the methods of work to install industrial shelving systems	<p>4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> – frames, beams, rails, support and anchoring devices – ancillary industrial shelving components – hand and/or powered tools and equipment <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools and equipment</p> <p>4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used</p> <p>4.4 Outline potential hazards associated with the resources and method of work</p> <p>4.5 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install industrial shelving systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when installing industrial shelving systems	5.1 Protect the work and its surrounding area from damage 5.2 Minimise damage and maintain a clean work space 5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions 5.4 Dispose of waste in accordance with legislation 5.5 State why the disposal of waste should be carried out in relation to the work			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to install industrial shelving systems to the required specification</p>	<p>7.1 Demonstrate the following work skills when installing industrial shelving systems:</p> <ul style="list-style-type: none"> – measuring, marking out, fitting, finishing, positioning, securing and checking <p>7.2 Prepare and install at least two of the following industrial shelving systems to given working instructions:</p> <ul style="list-style-type: none"> – carton live – single tier – multi tier – long span – mobile <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> – install carton live and/or single tier and/or multi tier and/or long span and/or mobile industrial shelving systems – dismantle and remove industrial shelving systems – stack and band industrial shelving systems – transport and store materials – use hand tools, power tools and equipment – work at height – use access equipment 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

For information on our qualifications, please contact our Customer Services team on the following number:

Customer Services: 0844 463 2535

Calls may be recorded for quality and training purposes. Our telephone lines are open between 8 a.m. and 5.30 p.m., Monday to Friday.

Useful publications

Related information and publications include:

- Edexcel NVOs, SVQs and Competence-based Qualifications Delivery Requirements and Quality Assurance Guidance published annually
- Centre Handbook for Edexcel QCF NVOs and Competence-based Qualifications published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- Regulatory Arrangements for the Qualification and Credit Framework (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on our website, www.edexcel.com.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards for the qualifications in this specification, please visit: www.ukstandards.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

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

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via our Customer Services team to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the construction and the built environment sector

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8				
7				
6				There are too many qualifications to fit in this space. Please refer to www.edexcel.com
5		Pearson BTEC Level 5 HND Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to www.edexcel.com
4		Pearson BTEC Level 4 HNC Diploma in Construction and the Built Environment (QCF)		There are too many qualifications to fit in this space. Please refer to www.edexcel.com

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3		Pearson BTEC Level 3 Certificate , Subsidiary Diploma, Extended Diploma in Construction and the Built Environment (QCF)	Pearson BTEC Level 3 Award in Construction and the Built Environment (Specialist: Construction) (QCF)	There are too many qualifications to fit in this space. Please refer to www.edexcel.com
2		Pearson BTEC Level 2 Certificate, Extended Certificate in Construction (QCF)	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Specialist: Construction) (QCF)	Please refer to www.edexcel.com
1				
Entry				

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised and approved centre and must have approval for the individual qualifications that it is offering.
- The centre agrees, as part of gaining recognition and centre approval, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to centres a range of materials and opportunities to exemplify the processes required for effective assessment and to provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel accredited qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised and approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and uses appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucracy on centres, and works to support them in providing robust internal quality-assurance processes.

The learning outcomes and assessment criteria in each unit set out the standard to be achieved by each learner in order to gain each unit and, through satisfying the rules of combination, the whole qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

Edexcel quality-assurance processes will involve:

- gaining centre recognition and approval - if a centre is not currently approved to offer Edexcel qualifications - and qualification approval through satisfying the Edexcel approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessment processes, and assessor decisions for the occupational sector. The minimum frequency of Standards Verifiers' visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits must reflect a centre's performance, taking account of the number:
 - of assessment sites
 - and throughput of candidates
 - and turnover of assessors
 - and turnover of internal verifiers.
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

Annexe C: Registration and certification

Registration

Details of the process for registration of learners for the qualifications in this specification are provided in the *Edexcel Information Manual*, published annually.

Centres must register learners promptly on their chosen qualification and by the registration deadlines given in the *Edexcel Information Manual*.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. For details, please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVO Qualifications*, available on our website: www.edexcel.com.

Certification

Details of the process for reporting learners' success to Edexcel and for claiming certification are given in the *Edexcel Information Manual*, published annually.

Certificates are issued weekly according to the schedule of dates published in the *Edexcel Information Manual*.

Results should be reported only if the centre has clearance to certificate through reports from Standards Verifiers. Subject to this, results must be reported immediately following programme completion so that certificates can be issued as soon as possible.

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claim Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs, SVQs and competence qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

Edexcel's approach in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

Annexe D: Assessment strategy

The ConstructionSkills' Assessment Strategy is available on the Edexcel website, alongside this full specification on the Construction NVQ/Competence page.

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For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

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