

# Specification

Edexcel NVQ/competence-  
based qualifications

## Edexcel Level 2 NVQ Diploma in Thermal Insulation (Construction) (QCF)

For first registration August 2010

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 2 NVQ Diploma in Thermal Insulation (Construction) (QCF):

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>
Edexcel Level 2 NVQ Diploma in Thermal Insulation (Construction) (QCF)	500/9399/X	01/08/2010

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

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

# Key features of the Edexcel Level 2 NVQ Diploma in Thermal Insulation (Construction) (QCF)

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This qualification:

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

The Edexcel Level 2 NVQ Diploma in Thermal Insulation (Construction) (QCF) has been approved as a component for the ConstructionSkills Apprenticeship framework.

## What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and the built environment sector working across a broad range of areas. It is 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 is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

## What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the construction and the built environment industry as defined by ConstructionSkills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector. The qualification may contribute towards the competence element of an Apprenticeship.

## What are the potential job roles for those working towards this qualification?

- Cavity wall insulation technician
- Thermal insulation engineer.

## **What progression opportunities are available to learners who achieve this qualification?**

This qualification allows learners to demonstrate competence in thermal insulation 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 Edexcel Level 2 NVQ Diploma in Thermal Insulation (Construction) (QCF)?

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Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

This qualification provides pathways to the following qualifications:

For the **Edexcel Level 2 NVQ Diploma in Thermal Insulation – Fabricate Protection (Construction) (QCF)** learners must complete all four units in mandatory Group M containing 102 credits and the mandatory unit in B1 (92 credits). A total of 194 credits.

For the **Edexcel Level 2 NVQ Diploma in Thermal Insulation – Fit Protection (Construction) (QCF)** learners must complete all four units in mandatory Group M containing 102 credits and the mandatory unit in C1 (62 credits).

A total of 164 credits.

Learners may also take up to four additional units from Group A, although these will not contribute to the minimum credit required for the qualification.

## **M – Mandatory units**

Credit Value required: Minimum 102.

F/600/7138 – Conforming to general safety in the workplace

J/600/7139 – Conforming to efficient working practices in the workplace

J/600/7142 – Moving and handling resources in the workplace

Y/600/6934 – Applying insulation and finishes to cylindrical and flat surfaces in the workplace

## **P – Pathways**

Learners must choose one pathway.

## **B – Fabricate Protection (pathway)**

Learners must complete all units in Group B1.

This group represents a pathway.

Credit Value required: Minimum 92.

## **B1 – mandatory units (Fabricate Protection)**

D/600/6952 – Fabricating sheet metal insulation protection from existing templates in the workplace



## **C – Fit Protection (pathway)**

Learners must complete all units in Group C1.

This group represents a pathway.

Credit value required: minimum 62.

### **C1 – mandatory units (Fit Protection)**

J/600/6962 – Fitting sheet metal insulation protection in the workplace

### **A – additional units**

D/600/8281 – Erecting and dismantling access/working platforms in the workplace

T/600/8013 – Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace

Y/600/8019 – Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace

H/600/8024 – Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace

# How is this qualification graded and assessed?

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

To pass a unit the 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.

This qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

## Assessment Requirements/Strategy

The Assessment Requirements/Strategy for this qualification has been included in *Annexe E*. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come 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 learning. They must submit sufficient, reliable and valid evidence for 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 is:

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

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

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 reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website, [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

## Additional requirements

The Joint Awarding Body and the SSC Working Practices Group have identified additional requirements that are needed to assess and quality assure qualifications placed on the QCF that use NVQ within their title. These requirements are shown in *Annexe D: Additional requirements for qualifications that use the title NVQ within the QCF*.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition 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 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. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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

## What resources are required?

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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 qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe E: Assessment Requirements/ Strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>QCF level:</b>					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.
<b>Credit value:</b>					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.
<b>Guided learning hours:</b>					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.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			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 safety in the workplace**

**Unit reference number: F/600/7138**

**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 safety in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of conforming to general safety in the workplace to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated except for assessment criterion 4.1.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Identify hazards associated with the workplace and record and report in accordance with organisational procedures.</p>	<p>1.1 report and/or record hazards within the workplace and occupations at work.</p> <p>1.2 describe typical hazards associated with the occupational area including noise, resources, environmental, substances and articles, obstructions, storage and work activities.</p> <p>1.3 state the methods used for reporting hazards in the workplace.</p>			
<p>2 Comply with all workplace safety legislation requirements.</p>	<p>2.1 select and wear general personal protective equipment (PPE) in the work environment in accordance with legislation and organisational requirements.</p> <p>2.2 state when and why PPE should be used including protective helmets, ear protection, overalls, safety boots and high visibility clothing.</p> <p>2.3 adhere with statutory requirements, safety notices and warning notices displayed within the workplace.</p> <p>2.4 describe which types of safety notices are relevant to the occupational area.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with and maintain all organisational security arrangements and approved procedures.	3.1 maintain security of the workplace by following organisational procedures relating to: <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day's work</li> <li>– unauthorised personnel (other operatives and the general public)</li> <li>– theft.</li> </ul> 3.2 explain how security procedures are implemented within the workplace.			
4 Comply with all emergency procedures in accordance with organisational policy.	4.1 follow organisational procedures for accidents and emergencies associated with the type of work being undertaken and the work environment. 4.2 state the types of fire extinguishers available and describe how and when they are used.			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 2: Conforming to Efficient Working Practices in the Workplace**

**Unit reference number: J/600/7139**

**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 efficient working practices in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Communicate with others to establish productive working relationships.</p>	<p>1.1 communicate with colleagues and/or clients to ensure that the work is carried out efficiently.</p> <p>1.2 explain different methods of communicating with line managers, co-workers and clients.</p> <p>1.3 give reasons for using certain methods of communication for particular job activities.</p> <p>1.4 describe the reasons for communicating efficiently and effectively, and the consequences of poor communication.</p>			
<p>2 Follow organisational procedures to maintain good working relationships.</p>	<p>2.1 carry out work in conjunction with other workers and maintain harmonised relationships.</p> <p>2.2 explain how organisational work procedures are applied to maintain good working relationships with line managers, co-workers and clients.</p> <p>2.3 state the reasons for effective working relationships with line managers, co-workers and clients.</p> <p>2.4 describe the consequences for efficient working if relationships with line managers, co-workers and clients are poor.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Maintain appropriate records in accordance with the organisational procedures.	3.1 complete relevant documentation according to the occupation in accordance with organisational procedures.  3.2 describe how to maintain documentation in accordance with organisational procedures relating to: – job cards – worksheets – material/resource lists – time sheets.  3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales.			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*





## **Unit 3: Moving and Handling Resources in the Workplace**

**Unit reference number: J/600/7142**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

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

Workplace evidence of skills cannot be simulated.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to comply with given information when moving and storing resources.</p>	<p>1.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– on site, below ground level, at height, with tools and equipment, with materials and substances and by manual handling and mechanical lifting.</li> </ul> <p>1.2 describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>1.3 state what the accident reporting procedures are and who is responsible for making the reports.</p>			
<p>2 Maintain safe working practices when moving and handling resources.</p>	<p>2.1 use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when moving and handling resources.</p> <p>2.2 explain why and when personal protective equipment (PPE) should be used, relating to moving and handling resources, and the types, purpose and limitations of each type.</p> <p>2.3 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>2.4 state the types of fire extinguishers available and describe how and when they are used.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Select the resources to be stored and ensure they conform to the given information.</p>	<p>3.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– materials, components, fixings, fittings and ancillary items</li> <li>– hand and/or powered tools and equipment</li> <li>– internally or externally supplied.</li> </ul> <p>3.2 select the resources to be moved and/or stored for own work and that of the team, in relation to materials, components, fixings, tools and equipment.</p> <p>3.3 state how the resources should be handled and how problems associated with the resources are reported.</p> <p>3.4 state why organisational procedures are developed and how they are used.</p> <p>3.5 outline potential hazards associated with the resources and method of work.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Comply with the given information to prevent damage to the product and surrounding environment when moving and handling resources.	4.1 protect the product and the surrounding area from damage. 4.2 minimise damage and maintain a clean work space. 4.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 4.4 dispose of waste packaging in accordance with legislation. 4.5 state why the disposal of waste should be carried out in relation to the work and how it is achieved.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with the given product information to move and handle resources to the required guidance.	5.1 demonstrate the following work skills when moving and handling resources: <ul style="list-style-type: none"> <li>– moving, positioning, securing and using lifting aids and kinetic lifting techniques.</li> </ul> 5.2 handle and store occupational resources to meet product information and/or organisational requirements relating to at least three of the following: <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– components</li> <li>– liquid material.</li> </ul> 5.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, for: <ul style="list-style-type: none"> <li>– manual handling and storage</li> <li>– maintenance of lifting aids.</li> </ul> 5.4 safely use and store lifting aids and equipment.           5.5 state the needs of other occupations when moving and handling resources.			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 4: Applying Insulation and Finishes to Cylindrical and Flat Surfaces in the Workplace**

**Unit reference number: Y/600/6934**

**QCF level: 2**

**Credit value: 92**

**Guided learning hours: 307**

### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying insulation and finishes to cylindrical and flat surfaces in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying insulation and finishes to cylindrical and flat surfaces to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## 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 insulation and finishes to cylindrical and flat surfaces.</p>	<p>1.1 interpret and extract information from method statements, drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 comply with information and/or instructions derived from risk assessments and/or 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"> <li>– drawings, specifications, schedules, method statements, manufacturers' information and approved Codes of Practice.</li> </ul>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Maintain safe working practices when applying insulation and finishes to cylindrical and flat surfaces.</p>	<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 applying insulation and finishes to cylindrical and flat surfaces.</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to applying insulation and finishes to cylindrical and flat surfaces, 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 apply insulation and finishes to cylindrical and flat surfaces.</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"> <li>– rigid, slab and flexible insulation materials</li> <li>– fixings</li> <li>– finishing materials</li> <li>– hand and/or powered tools and equipment.</li> </ul> <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 apply insulation and finishes to cylindrical and flat surfaces.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Minimise the risk of damage to the work and surrounding area when applying insulation and finishes to cylindrical and flat surfaces.</p>	<p>5.1 protect the work and its surrounding area from damage.</p> <p>5.2 minimise damage and maintain a clean work space.</p> <p>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.</p> <p>5.4 dispose of waste in accordance with legislation.</p> <p>5.5 state why the disposal of waste should be carried out in relation to the work.</p>			
<p>6 Complete the work within the allocated time when applying insulation and finishes to cylindrical and flat surfaces.</p>	<p>6.1 demonstrate completion of the work within the allocated time.</p> <p>6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to apply insulation and finishes to cylindrical and flat surfaces to the required specification.</p>	<p>7.1 demonstrate the following work skills when applying insulation and finishes to cylindrical and flat surfaces:</p> <ul style="list-style-type: none"> <li>– removing, measuring, marking out, cutting, trimming, fitting, applying, positioning, securing and finishing.</li> </ul> <p>7.2 remove insulation materials and apply new insulation materials, with appropriate finishes, to working instructions for at least four of the following:</p> <ul style="list-style-type: none"> <li>– pipes</li> <li>– ducts</li> <li>– flat surfaces</li> <li>– vessels</li> <li>– flanges</li> <li>– fittings.</li> </ul> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– remove insulation</li> <li>– prepare surface areas</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>– prepare and apply rigid, slab and flexible insulation materials to pipes, ducts, flat surfaces, vessels, flanges and fittings</li> <li>– prepare and apply metallic and non-metallic finishings to insulation materials</li> <li>– fit identification banding</li> <li>– insulate in accordance with current Codes of Practice</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul> <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 applying insulation and finishes to cylindrical and flat surfaces.</p> <p>7.6 describe how to maintain the tools and equipment used when applying insulation and finishes to cylindrical and flat surfaces.</p>			

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 5: Fabricating Sheet Metal Insulation Protection from Existing Templates in the Workplace**

**Unit reference number: D/600/6952**

**QCF level: 2**

**Credit value: 92**

**Guided learning hours: 307**

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### **Unit summary**

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in fabricating sheet metal insulation protection from existing templates in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of fabricating sheet metal insulation protection from existing templates to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## 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 fabricating sheet metal insulation protection from existing templates.</p>	<p>1.1 interpret and extract information from method statements, drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 comply with information and/or instructions derived from risk assessments and/or 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"> <li>– drawings, specifications, schedules, method statements, manufacturers' information and approved Codes of Practice.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when fabricating sheet metal insulation protection from existing templates.</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> <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>3 Maintain safe working practices when fabricating sheet metal insulation protection from existing templates.</p>	<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 fabricating sheet metal insulation protection from existing templates.</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to fabricating sheet metal insulation protection from existing templates, 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 fabricate sheet metal insulation protection from existing templates.</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"> <li>– sheet metals</li> <li>– joining materials</li> <li>– hand and/or powered tools and equipment.</li> </ul> <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 fabricate sheet metal insulation protection from existing templates.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when fabricating sheet metal insulation protection from existing templates.	5.1 protect the work and its surrounding area from damage. 5.2 minimise damage and maintain a clean work space. 5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 5.4 dispose of waste in accordance with legislation. 5.5 state why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when fabricating sheet metal insulation protection from existing templates.	6.1 demonstrate completion of the work within the allocated time. 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to fabricate sheet metal insulation protection from existing templates to the required specification.</p>	<p>7.1 demonstrate the following work skills when fabricating sheet metal insulation protection from existing templates:</p> <ul style="list-style-type: none"> <li>– drawing, measuring, marking out, forming, shaping, fixing and finishing.</li> </ul> <p>7.2 fabricate sheet metal protection components to working instructions for:</p> <ul style="list-style-type: none"> <li>– pipes</li> <li>– ducts</li> <li>– vessels</li> <li>– fittings.</li> </ul> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– select templates or patterns</li> <li>– economically transfer patterns or templates onto sheet metal</li> <li>– identify allowances for bends, folds and forms</li> <li>– cut and trim geometrical shapes</li> <li>– form protection for pipes, ducts, vessels and fittings</li> <li>– join sheet metal, including: screws, folds, rivets, stud welding</li> <li>– use hand tools, power tools and equipment</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>– work at height</li> <li>– use access equipment.</li> </ul> <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 fabricating sheet metal insulation protection from existing templates.</p> <p>7.6 describe how to maintain the tools and equipment used when fabricating sheet metal insulation protection from existing templates.</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*



## **Unit 6: Fitting Sheet Metal Insulation Protection in the Workplace**

**Unit reference number: J/600/6962**

**QCF level: 2**

**Credit value: 62**

**Guided learning hours: 207**

### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of fitting sheet metal insulation protection to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## 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 fitting sheet metal insulation protection.</p>	<p>1.1 interpret and extract information from method statements, drawings, specifications, schedules and manufacturers' information.</p> <p>1.2 comply with information and/or instructions derived from risk assessments and/or 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"> <li>– drawings, specifications, schedules, method statements, manufacturers' information and approved Codes of Practice.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when fitting sheet metal insulation protection.</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> <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>3 Maintain safe working practices when fitting sheet metal insulation protection.</p>	<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 fitting sheet metal insulation protection.</p> <p>3.2 explain why and when personal protective equipment (PPE) should be used, relating to fitting sheet metal insulation protection, 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 fit sheet metal insulation protection.</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"> <li>– prefabricated protection</li> <li>– fixtures and fittings</li> <li>– joining materials</li> <li>– hand and/or powered tools and equipment.</li> </ul> <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 fit sheet metal insulation protection.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Minimise the risk of damage to the work and surrounding area when fitting sheet metal insulation protection.	5.1 protect the work and its surrounding area from damage. 5.2 minimise damage and maintain a clean work space. 5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 5.4 dispose of waste in accordance with legislation. 5.5 state why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when fitting sheet metal insulation protection.	6.1 demonstrate completion of the work within the allocated time. 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to fit sheet metal insulation protection to the required specification.</p>	<p>7.1 demonstrate the following work skills when fitting sheet metal insulation protection:</p> <ul style="list-style-type: none"> <li>– measuring, marking out, positioning, fitting, adjusting, securing, fixing, finishing and sealing.</li> </ul> <p>7.2 fit sheet metal protection to working instructions for at least two of the following:</p> <ul style="list-style-type: none"> <li>– pipes</li> <li>– ducts</li> <li>– vessels</li> <li>– fittings.</li> </ul> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– apply studs and fixtures</li> <li>– secure protection prior to fixing</li> <li>– fix protection</li> <li>– fit and fix prefabricated protection</li> <li>– join protection, including: lock form, vertical expansion joint, paned standing seam, standing seam, groove seam, expansion collar and horizontal expansion joint</li> <li>– finish protection</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li data-bbox="779 284 1167 316">– use access equipment.</li> <li data-bbox="689 331 1496 403">7.4 safely use and store hand tools, portable power tools and ancillary equipment.</li> <li data-bbox="689 419 1503 523">7.5 state the needs of other occupations and how to communicate within a team when fitting sheet metal insulation protection.</li> <li data-bbox="689 539 1547 611">7.6 describe how to maintain the tools and equipment used when fitting sheet metal insulation protection.</li> </ul>			

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*





## **Unit 7: 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 and in accordance with:

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

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

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

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

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the following endorsements:

- own occupational area of work.

Plus two or more of the following:

- ladders/crawler boards
- step ladders/platform steps

- proprietary towers
- trestle platforms
- mobile scaffold towers
- proprietary staging/podiums.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## 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"> <li>– specifications, current legislation, method statements, risk assessments and manufacturers' information.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.</p>	<p>2.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling.</li> </ul> <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>3 Maintain safe working practices when erecting and dismantling access/working platforms.</p>	<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 erecting and dismantling access/working platforms.</p> <p>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.</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 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"> <li>– ladders/crawler boards</li> <li>– stepladders/platform steps</li> <li>– trestles</li> <li>– proprietary staging/podiums</li> <li>– proprietary towers</li> <li>– mobile scaffold towers</li> <li>– protection equipment and notices</li> <li>– tools and ancillary equipment.</li> </ul> <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 platforms.	5.1 protect the work and its surrounding area from damage. 5.2 minimise damage and maintain a clean work space. 5.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. 5.4 dispose of waste in accordance with legislation. 5.5 state why the disposal of waste should be carried out in relation to the work.			
6 Complete the work within the allocated time when erecting and dismantling access/working platforms.	6.1 demonstrate completion of the work within the allocated time. 6.2 state the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Comply with the given contract information to erect and dismantle access/ working platforms to the required specification.</p>	<p>7.1 demonstrate the following work skills when erecting and dismantling access/working platforms:</p> <ul style="list-style-type: none"> <li>– moving, positioning/erecting, securing, checking, dismantling and removing.</li> </ul> <p>7.2 erect, dismantle and store two of the following access equipment to given access regulations:</p> <ul style="list-style-type: none"> <li>– ladders/crawler boards</li> <li>– stepladders/platform steps</li> <li>– proprietary towers</li> <li>– trestle platforms</li> <li>– mobile scaffold towers</li> <li>– proprietary staging/podiums.</li> </ul> <p>7.3 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– provide protection to the work area</li> <li>– establish a base for equipment</li> <li>– erect proprietary access equipment to manufacturer’s instructions suitable for the work</li> <li>– erect non-proprietary access equipment suitable for the work</li> <li>– place protective screens and notices</li> <li>– check/monitor equipment during the period of use</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>- dismantle and store access equipment</li> <li>- use tools and equipment</li> <li>- work at height.</li> </ul> <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: \_\_\_\_\_

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Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



**Unit 8: 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**

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### Unit summary

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

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating scissor-type mobile elevating work platforms (MEWP) to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## 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"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to accessing operations.</li> </ul>			
<p>2 Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out.</p>	<p>2.1 organise the work according to given information or instructions.</p> <p>2.2 describe how to communicate ideas between team members.</p> <p>2.3 organise and communicate with team members and other associated occupations.</p> <p>2.4 state how to organise resources prior to and during accessing operations.</p>			

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 scissor-type MEWPs.</p>	<p>3.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> <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>			
<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
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-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"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories.</li> </ul> <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
<p>6 Minimise the risk of damage to the work and surrounding area when accessing work areas using scissor-type MEWPs.</p>	<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>			
<p>7 Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs.</p>	<p>7.1 demonstrate completion of the work within the allocated time.</p> <p>7.2 shut down and secure scissor-type MEWPs.</p> <p>7.3 state the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation.</li> </ul>			

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 scissor-type MEWPs to the required specification.</p>	<p>8.1 demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs:</p> <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down.</li> </ul> <p>8.2 prepare, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions.</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"> <li>– identify the characteristics of the scissor-type MEWP used for accessing work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for accessing</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>– access working areas safely and securely</li> <li>– shut down and secure the scissor-type MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul> <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 9: 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) accessing operations in the workplace within the relevant sector of industry.

### Assessment requirements/evidence requirements

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating boom-type mobile elevating work platforms (MEWP) 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:

- mobile elevating work platforms – boom self propelled
- mobile elevating work platforms – boom vehicle mounted.

## Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## 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"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to accessing operations.</li> </ul>			
<p>2 Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out.</p>	<p>2.1 organise the work according to given information or instructions.</p> <p>2.2 describe how to communicate ideas between team members.</p> <p>2.3 organise and communicate with team members and other associated occupations.</p> <p>2.4 state how to organise resources prior to and during accessing operations.</p>			

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"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> <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>			
<p>4 Maintain safe working practices when preparing for and carrying out accessing operations using boom-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
<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"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories.</li> </ul> <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
<p>6 Minimise the risk of damage to the work and surrounding area when accessing work areas using boom-type MEWPs.</p>	<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>			
<p>7 Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs.</p>	<p>7.1 demonstrate completion of the work within the allocated time.</p> <p>7.2 shut down and secure boom-type MEWPs.</p> <p>7.3 state the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation.</li> </ul>			

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>8.1 demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs:</p> <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down.</li> </ul> <p>8.2 prepare, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions.</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"> <li>– identify the characteristics of the boom-type MEWP used for accessing work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for accessing</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>– access working areas safely and securely</li> <li>– shut down and secure the boom-type MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul> <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 10: 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) accessing operations in the workplace within the relevant sector of industry.

### **Assessment requirements/evidence requirements**

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

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

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

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

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of preparing and operating mast climber-type mobile elevating work platforms (MEWP) to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## 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"> <li>– drawings, specifications, schedules, manufacturers' information, method statements and regulations and guidance applicable to accessing operations.</li> </ul>			
<p>2 Organise with others the sequence and operation in which accessing operations using mast climber-type MEWPs are to be carried out.</p>	<p>2.1 organise the work according to given information or instructions.</p> <p>2.2 describe how to communicate ideas between team members.</p> <p>2.3 organise and communicate with team members and other associated occupations.</p> <p>2.4 state how to organise resources prior to and during accessing operations.</p>			

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 mast climber-type MEWPs.</p>	<p>3.1 describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> <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>			
<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
<p>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>	<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"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing discharging aids</li> <li>– hand tools, ancillary equipment and/or accessories.</li> </ul> <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
<p>6 Minimise the risk of damage to the work and surrounding area when accessing work areas using mast climber-type MEWPs.</p>	<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>			
<p>7 Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs.</p>	<p>7.1 demonstrate completion of the work within the allocated time.</p> <p>7.2 shut down and secure mast climber-type MEWPs.</p> <p>7.3 state the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the lifting operation.</li> </ul>			

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 mast climber-type MEWPs to the required specification.</p>	<p>8.1 demonstrate the following work skills when preparing for and accessing work areas using mast climber-type MEWPs:</p> <ul style="list-style-type: none"> <li>– fitting, attaching, setting up, securing, adjusting, checking, removing, communicating, operating, manoeuvring, positioning, accessing and setting down.</li> </ul> <p>8.2 prepare, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions.</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"> <li>– identify the characteristics of the mast climber-type MEWP used for accessing work</li> <li>– carry out performance checks</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– complete functional checks</li> <li>– carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>– identify the area for accessing</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> <li>– access working areas safely and securely</li> <li>– shut down and secure the mast climber-type MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul> <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: \_\_\_\_\_

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Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## Further information

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Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs 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 the Edexcel website.

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

CITB-ConstructionSkills  
Bircham Newton  
King's Lynn  
Norfolk  
PE31 6RH

Telephone: 01485 577577  
Fax: 01485 577793  
Email: [call.centre@cskills.org](mailto:call.centre@cskills.org)

# Professional development and training

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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](http://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 Customer Services 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

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The Edexcel qualification framework for the Construction and the Built Environment sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					
6					We have too many qualifications to list in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a> for further information.
5			Edexcel BTEC Level 5 HN Diploma in Construction		We have too many qualifications to list in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a> for further information.
4			Edexcel BTEC Level 4 HN Certificate in Construction		We have too many qualifications to list in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a> for further information.

Level	General qualifications		Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3			Edexcel Level 3 Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Extended Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment	We have too many qualifications to list in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a> for further information.
2			Edexcel Level 2 Diploma in Construction and the Built Environment	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Construction	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Craft) and Construction and the Built Environment (Technician)	We have too many qualifications to list in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a> for further information.
1			Edexcel Level 1 Diploma in Construction and the Built Environment	Edexcel BTEC Level 1 Award, Certificate, Diploma in Construction (QCF)	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate in Construction and the Built Environment	We have too many qualifications to list in this space. Please refer to <a href="http://www.edexcel.com">www.edexcel.com</a> for further information.
Entry				Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF)		

# Annexe B: Quality assurance

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## Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel 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 for dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

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

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is 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.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- 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 appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe C: Centre certification and registration

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Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs 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 actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel 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.

### What are the access arrangements and special considerations for the qualification 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 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 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).





## **Annexe D: Additional requirements for qualifications that use the title NVQ within the QCF**

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## Purpose of document

- 1 The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
- 2 When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
- 3 The aims of these additional requirements are to:
  - ensure that all competence-based qualifications that use the title NVQ within the QCF are:
    - assessed consistently
    - quality assured consistently
  - maintain the integrity of qualifications that use the title NVQ within the QCF
  - establish the NVQ brand within the QCF
  - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

## Background

- 4 <sup>1</sup> “At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence.”
- 5 NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
- 6 Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
- 7 The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
- 8 When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the *Regulatory Arrangements for the Qualifications and Credit Framework*, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
- 9 The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

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<sup>1</sup> *NCVQ's NVQ Criteria and Guidance 1995.*

## Additional requirements for qualifications that use the title NVQ within the QCF

### Introduction

- 10 Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

### Assessment requirements

- 11 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
- 12 Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
- 13 Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
- 14 When a learner cannot complete a real work activity, simulation is allowed.
- 15 Simulation is allowed when:
  - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
  - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
  - the safety of a learner, other individuals and/or resources will be put at risk.
- 16 When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
- 17 Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

- 18 Learners must be assessed by assessors:
- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
  - <sup>2</sup>who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
  - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
- 19 All assessors must carry out assessment to the standards specified in the A units.
- 20 All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
- 21 Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

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<sup>2</sup> Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

## Quality assurance requirements

- 22 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
- 23 Qualifications that use the title NVQ within the QCF, must be verified:
- internally by an internal verifier, who is accountable to the assessment centre
  - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
- 24 With reference to internal verification, internal verifiers must:
- <sup>3</sup>hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
  - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
  - be fully conversant with the standards and assessment criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems and requirements for this qualification.
- 25 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
- 26 With reference to external verification, external verifiers must:
- <sup>4</sup>hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
  - have no connections with the assessment centre, in order to maintain objectivity
  - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
  - be fully conversant with the standards and performance criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems for this qualification.
- 27 Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

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<sup>3</sup> Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

<sup>4</sup> Currently an external verifier needs to hold unit V2. Or from the past unit D35.

- 28 Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:
- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
  - an evaluation of the centre's performance and past record.
- 29 Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.





## Annexe E: Assessment Requirements/Strategy

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The ConstructionSkills Assessment Strategy will be available on the Edexcel website, alongside the full specification on the Construction NVQ/Competence page.

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