



GQA Level 3 NVQ in Accessing
Operations and Rigging
(Construction)-Scaffolding and
Offshore

Qualification Number

610/2167/2

Qualifications Wales QAN C00/5114/8

GQA Qualifications, Unit 1, 12 O'Clock Court, Attercliffe Road, Sheffield, S4 7WW

Tel: 0114 272 0033/272 0080

Email: info@gqaqualifications.com Website: www.gqaqualifications.com

PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE					ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number		Mandatory Units	Level	Credit		
A/503/1170	641	Conforming to General Health, Safety and Welfare in the Workplace	1	2		
A/503/2772	209v2	Confirming work activities and resources for an occupational work area in the workplace	3	10		
Y/650/1392	210v3	Developing and maintaining good occupational working relationships in the workplace	3	8		
R/503/2924	211v2	Confirming the occupational method of work in the workplace	3	11		
L/650/5222	252v2	Utilising the provision of fall protection systems in the workplace	2	17		
J/650/5636	405v2	Erecting specialised, designed scaffolds and rigging in the workplace	3	25		
Optional units – minimum of 2 Units required						

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

- | | | | |
|------------------------------|--------------------------|-------------------------|--------------------------|
| Observation in the workplace | <input type="checkbox"/> | Assessment of knowledge | <input type="checkbox"/> |
| Records of prior experience | <input type="checkbox"/> | Witness statement(s) | <input type="checkbox"/> |
| Testimonial(s) | <input type="checkbox"/> | Photographic evidence | <input type="checkbox"/> |
| Work records | <input type="checkbox"/> | External testing | <input type="checkbox"/> |

Passport Style
Candidate Photo
(Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at individuals wishing to prove they have the level and range of knowledge and skills required to carry out accessing operations and rigging in the Construction working environment. All work must be completed following Industry recognised Safe Working Practices and in accordance with relevant legislation.

This qualification is at Level 3, although some units may be at different levels and should be taken by those who are fully trained to deal with routine assignments. Candidates should be fully trained on achievement of this qualification.

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. This qualification is made up of 8 mandatory units, which have a total of 111 credits.

The units are made up of the things those working in these job roles need to know and the tasks they need to be able to do to carry out the work safely and correctly. These are called Learning Outcomes, and all must be met to achieve the unit.

Unit Ref		Title	Level	Credit
Mandatory Units				
A/503/1170	641v2	Conforming to general workplace health, safety and welfare in the workplace	1	2
A/503/2772	209v2	Confirming work activities and resources for an occupational work area in the workplace	3	10
Y/650/1392	210v3	Developing and maintaining good occupational working relationships in the workplace	3	8
R/503/2924	211v2	Confirming the occupational method of work in the workplace	3	11
L/650/5222	252v2	Utilising the provision of fall protection systems in the workplace	2	17
J/650/5636	405v2	Erecting specialised, designed scaffolds and rigging in the workplace	3	25
Optional units – minimum of 2 Units required				
L/650/5638	406v2	Erecting and dismantling overhead scaffolds in the workplace	3	25
M/650/5639	407v2	Erecting and dismantling falsework scaffolds in the workplace	3	23
Y/650/5640	408v2	Erecting and dismantling shoring scaffolds in the workplace	3	26
A/650/5641	609v2	Erecting and dismantling temporary roof scaffolds in the workplace	3	21

Achievement of the required credit indicated above will mean the qualification has been completed and GQA will provide the Certificate with the qualification title. Where a candidate has not completed the requirements of the full qualification and will not go on to do so, a Certificate of credit can be issued for the credits achieved.

Assessment guidance

Evidence should show that candidates can complete all of the learning outcomes for each unit being taken.

Types of evidence:

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated through performance or by responding to questions.

Quantity of evidence:

Evidence should show that candidates can meet the requirements of the units in a way that demonstrates that the standards can be achieved consistently over an appropriate period of time.

Potential sources of evidence:

The main source of evidence for each unit will be observation of the candidate's performance and knowledge demonstrated during the completion of the unit. This can be supplemented by the following types of physical or documentary evidence:

- Accident books/reporting systems
- Safety records
- Training records
- Audio evidence
- Job documentation
- Witness testimonies
- Notes and memos
- Photo/video evidence
- Work diaries
- Timesheets
- Materials
- Work schedules and records
- Equipment

Please Note that photocopied or downloaded documents such as manufacturers or industry guidance, H&S policies, Risk Assessments etc., are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relevant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQA's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced external quality assurance process. This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

3. Qualification / Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria

- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

4. Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)
- no (the candidate is not yet competent)
- there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable.

The exceptions to this are:

- o Dealing with emergencies
- o Dealing with accidents
- o Certain pre-approved real time simulators
- o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	Level 1	2 Credits
641			

The aim of this unit is to ensure that the Candidate has the skills and knowledge required to work safely in the Construction Industry, in accordance with Organisation guidance, legislation and statutory requirements. Candidates must understand safety and warning notices, potential hazards, risk assessments, health risks and the recording and reporting of all Health and Safety related matters. Knowledge of protective and Health and Safety control equipment, accident and emergency procedures including evacuation and types of fire extinguishers are also required. This knowledge must cover the safety of the general public as well as site personnel and resources. All work carried out must also comply with legislation that covers the disposal of waste or consumable items.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref No		
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.			
	1.2 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.			
	1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.			
	1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
	1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.			
	1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.			
	1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.			
	1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.			
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.			
	2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.			
	2.3 List the current Health and Safety Executive top ten safety risks.			
	2.4 List the current Health and Safety Executive top five health risks.			
	2.5 State how changing circumstances within the workplace could cause hazards.			
	2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.			

A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	Level 1	2 Credits
641	(continued)		
<p>3 Comply with organisational policies and procedures to contribute to health, safety and welfare.</p>	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.		
	3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.		
	3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.		
	3.4 Safely store health and safety control equipment in accordance with given instructions.		
	3.5 Dispose of waste and/or consumable items in accordance with legislation.		
	<p>3.6 State the organisational policies and procedures for health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> • dealing with accidents and emergencies associated with the work and environment • methods of receiving or sourcing information • reporting • stopping work • evacuation • fire risks and safe exit procedures • consultation and feedback. 		
	3.7 State the appropriate types of fire extinguishers relevant to the work.		
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.		
<p>4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.</p>	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.		
	<p>4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> • recognising when to stop work in the face of serious and imminent danger to self and/or others • contributing to discussions and providing feedback • reporting changed circumstances and incidents in the workplace • complying with the environmental requirements of the workplace. 		
	4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.		
<p>5 Comply with and support all organisational security arrangements and approved procedures.</p>	<p>5.1 Provide appropriate support for security arrangements in accordance with approved procedures:</p> <ul style="list-style-type: none"> • during the working day • on completion of the day's work • for unauthorised personnel (other operatives and the general public) • for theft. 		

A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace (continued)	Level 1	2 Credits
641			

	5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.			
--	---	--	--	--

Assessor comments/Feedback

A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	Level 3	10 Credits
209v2			

The aim of this unit is to ensure that the candidate has the skills and knowledge required to understand and plan work activities to complete the work programme, including how to identify and obtain the necessary resources. Candidates must also understand the factors that can affect progress and the sequence of work carried out, understand the impact of changes to work schedules and why and how to inform relevant people of required changes. Candidates must also have an understanding of how work activities can make a positive contribution to the environment, including knowledge of low and zero carbon requirements.

Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.		
1. Identify work activities, assess required resources and plan the required sequence of work.	1.1 Identify work activities, assess required resources and plan the required sequence of work			
	1.2 Identify work activities and formulate a plan for their own sequence of work.			
	1.3 Explain the types of work relative to the occupational area and how to identify different work activities.			
	1.4 Explain methods of assessing the resources needed from a range of available information.			
	1.5 Explain the required information and the different methods used to prepare a work programme relative to the occupational area.			
2. Obtain clarification and advice where the resources required are not available.	2.1 Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available.			
	2.2 Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.			
3. Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.1 Assess progress of work against projects requirements, taking into account external factors relating to:- <ul style="list-style-type: none"> • Other occupations and/or customers • Resources • Weather conditions • Health and safety requirements 			
	3.2 Explain different methods of evaluation work activities against the following project requirements: <ul style="list-style-type: none"> • Contract conditions • Contract programme • Health and safety requirements of operatives 			
	3.3 Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: <ul style="list-style-type: none"> • Other related programmes • Special working conditions • Weather conditions • Other occupations/people • Resources • Health and safety requirements 			

A/503/2772	Confirming Work Activities and Resources for an Occupational Work Area in the Workplace (Continued)	Level 3	10 Credits
209v2			

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

Assessor Comments/Feedback

--

Y/650/1392	Developing and maintaining good occupational working relationships in the workplace	Level 3	8 Credits
210v3			

The aim of this unit is to ensure the candidate has the skills and knowledge required to give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.

Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.		
1. Develop, maintain and encourage working relationships to promote good will and trust	1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.			
	1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.			
	1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.			
	1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.			
2. Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1 Communication on the following work activity information to relevant people following organisation procedures: <ul style="list-style-type: none"> • appropriate timescales • health and safety requirements • co-ordination of work procedures 			
	2.2 Explain the different methods and techniques used to inform relevant people about work activities.			
	2.3 Explain the effects of not informing relevant people with the expected level of urgency.			
	2.4 Explain the different type of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> • colleagues • employers • customers • contractors • suppliers of products and services • other people affected by the work/project 			
3. Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1 Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.			
	3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments.			

Y/650/1392	Developing and maintaining good occupational working relationships in the workplace (Continued)	Level 3	8 Credits
210v3			

	3.3 Explain the different ways of offering advice and help to different people about work activities in relation to: <ul style="list-style-type: none"> • progress • results • achievements • occupational problems • occupational opportunities • health and safety requirements • co-ordinated work 			
4. Clarify proposals with relevant people and discuss alternative suggestions.	4.1 Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.			
	4.2 Explain the methods of clarifying alternative proposals with relevant people.			
	4.3 Explain the methods of suggesting alternative proposals.			
5. Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1 Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.			
	5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.			

Assessor Comments/Feedback

--

R/503/2924	Confirming the Occupational Method of Work in the Workplace	Level 3	11 Credits
211v2			

The aim of this unit is to provide the learner with the knowledge and skills to interpret information from project data to evaluate and confirm work methods that will meet the project requirements, be cost effective and comply with the statutory and contractual requirements and taking into account environmental issues. Candidates must be able to communicate recommended methods to all relevant persons.

Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.		
1. Assess available project data accurately to determine the occupational method of work.	1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.			
	1.2 Explain how to summarise the following project data: <ul style="list-style-type: none"> • Required quantities • Specifications • Detailed drawings • Health and Safety requirements • Timescales • Scope of works 			
	1.3 Explain the different methods of assessing available project data.			
	1.4 Explain how to use project data to interpret the work method, in relation to: <ul style="list-style-type: none"> • Standard work procedures • Sequence of work • Organisation of resources (people, equipment, materials) • Work techniques • Working conditions (health, safety and welfare) • Risk assessment 			
2. Obtain additional information from alternative sources in cases where the available project data is insufficient.	2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out.			
	2.2 Explain different methods of techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> • Customers and representatives • Suppliers • Regulatory authorities • Manufacturer's literature 			
3. Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	3.1 Examine potential work methods to carry out the occupational work activity.			
	3.2 Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.			

R/503/2924	Confirming the Occupational Method of Work in the Workplace (Continued)	Level 3	11 Credits
211v2			

	3.3 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: <ul style="list-style-type: none"> • Health and safety welfare (principles of protection) • Fire protection • Access and egress • Equipment availability • Availability of competent workforce • Pollution risk • Waste and disposal • Zero and low carbon outcomes • Weather conditions 			
	3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: <ul style="list-style-type: none"> • Conforming to statutory requirements • Customer and user needs • Contract requirements in terms of time, quantity and quality • Environmental considerations 			
	3.5 Explain how different methods of work can achieve zero/low carbon outcomes			
4. Confirm and communicate the selected work method to relevant personnel	4.1 Confirm the selected occupational work method that meets project, statutory and contractual requirements.			
	4.2 Communicate appropriately to relevant people on the selected occupational work method.			
	4.3 Describe the different techniques and methods of confirming and communicating work methods to relevant people.			
	4.4 Explain the principles of equality and diversity and how to apply them when working and communication with others/.			

Assessor Comments/Feedback

--

L/650/5222	Utilising the provision of fall protection systems in the workplace	Level 2	17 Credits
252v2			
<p>The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence in utilising the provision of fall protection systems in the workplace to given working using recognised anchor points for at least two of the following:</p> <ul style="list-style-type: none"> • scaffold/rigging • secured steelwork structures • wire and rope systems • permanently installed anchorage points • temporary anchorage points • track systems • proprietary systems 			

Learning outcome; The learner will	Assessment criteria: The learner can:	Evidence Ref No.		
1 Interpret the given information relating to the work and resources when utilising the provision of fall protection systems.	1.1 Interpret and extract relevant information from: <ul style="list-style-type: none"> – plans – drawings and sketches – specifications – method statements – risk assessments – schedules – manufacturers' information 			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans • drawings • specifications • method statements • risk assessments, schedules • manufacturers' information • regulations • official guidance 			

L/650/5222	Utilising the provision of fall protection systems in the workplace (Continued)	Level 2	17 Credits
252v2			

2	Know how to comply with relevant legislation and official guidance when utilising the provision of fall protection systems.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with the movement and storage of materials by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for: <ul style="list-style-type: none"> • site • tools • equipment • personal belongings • workplace • company • operative • vehicles 			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
3	Maintain safe and healthy working practices when utilising the provision of fall protection systems.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements.			
		3.2	Demonstrate compliance with given information and relevant legislation in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			

L/650/5222	Utilising the provision of fall protection systems in the workplace (Continued)	Level 2	17 Credits
252v2			

	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> fires, spillages, injuries other task-related activities 				
4	Select the required quantity and quality of resources for the methods of work to utilise provision of fall protection systems.	4.1	Select resources associated with own work in relation to: <ul style="list-style-type: none"> materials and components tools and equipment 			
		4.2	Describe the characteristics, quality, uses, limitations, and defects associated with the resources in relation to: <ul style="list-style-type: none"> collective protective equipment full body harness and associated personal equipment lanyard with and without shock absorber associated hooks, rings, and buckles hand tools, portable power tools and equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and method of work.			
		4.7	Describe how to calculate quantity associated with the method and procedure to utilise the provision of fall protection systems.			
		5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy workspace.			
		5.3	Dispose of waste in accordance with legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> general workplace activities other occupations adverse weather conditions 			

L/650/5222	Utilising the provision of fall protection systems in the workplace (Continued)	Level 2	17 Credits
252v2			

	5.5 Explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance 			
6 Complete the work within the allocated time when utilising the provision of fall protection systems.	6.1 Demonstrate completion of the work within the estimated allocated time.			
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts • timetables • estimated times • organisational procedures for reporting circumstances which will affect the work programme. 			
7 Comply with the given contract information to utilise the provision of fall protection systems to the required specification.	7.1 Demonstrate the following work skills: <ul style="list-style-type: none"> • wearing • attaching • setting out • positioning • securing • checking • removing 			
	7.2 Use and maintain hand tools and fall protection systems and equipment			
	7.3 Employ and utilise fall protection systems and equipment to given working instructions, using recognised anchor points for at least two of the following: <ul style="list-style-type: none"> • scaffold/rigging • secured steelwork structures • wire and rope systems • permanently installed anchorage points • temporary anchorage points • track systems • proprietary systems. 			

L/650/5222	Utilising the provision of fall protection systems in the workplace (Continued)	Level 2	17 Credits
252v2			

	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems, and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • locate and position fall protection systems • wear safety harnesses, attach, and secure to fall protection system's equipment • identify the differences between, fall arrest, restraint and access systems and harnesses • identify the differences between shock absorbent and restraining lanyards • visually inspect the fall protection system and equipment for security, safety, and operational movement • identify the thorough examination and test criteria for fall protection equipment (inertia reels, eyebolts, and anchor points) • apply hierarchy of control measures for working at height • detach and remove fall protection attire and equipment • comply with a rescue plan • work with, around and in close proximity to plant and machinery • use hand tools • use access equipment. 			
	7.5 Describe the needs of other occupations and how to communicate within a team.			
	7.6 Describe how to maintain the tools, systems and equipment used.			
Assessor Comments/Feedback				

J/650/5636	Erecting specialised, designed scaffolds and rigging in the workplace	Level 3	25 Credits
405v2			

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to erect an engineer's designed specialised scaffold and/or rigging structure to given working instructions for at least one of the following occupational areas:

- scaffolding
- steeplejacking
- rigging: structures used in entertainment
- rigging: suspended access equipment
- off-shore scaffolding

Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.		
1 Interpret the given information relating to the work and resources when erecting specialised, designed scaffolds and rigging.	1.1 Interpret and extract relevant information from: <ul style="list-style-type: none"> • plans • drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information 			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans • drawings • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations • official guidance 			
2 Know how to comply with relevant legislation and official guidance when erecting specialised, designed scaffolds and rigging.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances with the movement and storage of materials by manual handling and mechanical lifting 			

J/650/5636	Erecting specialised, designed scaffolds and rigging in the workplace (Continued)	Level 3	25 Credits
405v2			

	2.2 Describe the organisational security procedures for: <ul style="list-style-type: none"> • site • tools • equipment • personal belongings • workplace • company • operative • vehicles 			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe and healthy working practices when erecting specialised, designed scaffolds and rigging.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements.			
	3.2 Demonstrate compliance with given information and relevant legislation in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools, and equipment specific risks to health 			
	3.3 Explain why, and when health and safety control equipment, identified by the principles of prevention should be used, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires, spillages, injuries • other task-related activities 			
4 Select the required quantity and quality of resources for the methods of work to erect specialised, designed scaffolds and rigging.	4.1 Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials, components, fixings/anchors and ties • tools and equipment • access equipment 			

J/650/5636	Erecting specialised, designed scaffolds and rigging in the workplace (Continued)	Level 3	25 Credits
405v2			

		4.2 Describe the characteristics, quality, uses, limitations, and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components) • hand tools, portable power tools, measuring and calculation tools and ancillary equipment 			
		4.3 Describe how to confirm that the resources and materials conform to the specification.			
		4.4 Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6 Describe any potential hazards associated with the resources and methods of work.			
		4.7 Describe how to calculate quantity, length and area associated with the method and procedure to erect specialised, designed scaffolds and rigging.			
5	Minimise the risk of damage to the work and surrounding area when erecting specialised, designed scaffolds and rigging.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2 Maintain a clear and tidy workspace.			
		5.3 Dispose of waste in accordance with current legislation.			
		5.4 Describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 			
		5.5 Explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance 			
6	Complete the work within the allocated time when erecting specialised, designed scaffolds and rigging.	6.1 Demonstrate completion of the work within the estimated, allocated time.			
		6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts • timetables • estimated times • organisational procedures for reporting circumstances which will affect the work programme 			

J/650/5636	Erecting specialised, designed scaffolds and rigging in the workplace (Continued)	Level 3	25 Credits
405v2			

7	Comply with the given contract information to erect specialised, designed scaffolds and rigging to the required specification.	7.1 Demonstrate the following work skills: <ul style="list-style-type: none"> • inspecting • measuring • positioning • setting out • evaluating • organising 			
		7.2 Use and maintain: <ul style="list-style-type: none"> • hand tools • portable power tools • measuring and calculation tools • ancillary equipment • access equipment 			
		7.3 Erect an engineer’s designed specialised scaffold and/or rigging structure to given working instructions for at least one of the following occupational areas: <ul style="list-style-type: none"> • scaffolding • steeplejacking • rigging: structures used in entertainment • rigging: suspended access equipment • off-shore scaffolding 			
		7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • refer to survey and site inspection for the specialised, designed scaffold or rigging requirement • confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered • measure and evaluate the scope and design of the scaffold/rigging • plan for and organise resources to erect the scaffold/rigging to the design • confirm and set out for the scaffold/rigging to be erected • erect scaffolds for use by other occupations • maintain records and document design of scaffold/rigging • visually inspect fall protection equipment • install and test ties and anchors • work with, around and in close proximity to plant and machinery • use hand tools, measuring and calculation tools and ancillary equipment • work at height • use access equipment. 			
		7.5 Describe the needs of other occupations and how to communicate effectively within a team.			
		7.6 Describe how to maintain the tools and equipment used.			

Assessor Comments/Feedback

L/650/5638	Erecting and dismantling overhead scaffolds in the workplace	Level 3	25 Credits
406v2			

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to erect and dismantle tube and fitting and/or system scaffold for overhead scaffolds to given working instructions to form at least two of the following:

- drop scaffolds
- hung scaffolds
- scaffolds to span gaps (bridging)
- load bearing scaffold
- scaffolds with restricted access or build restrictions
- truss out

Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.		
1 Interpret the given information relating to the work and resources when erecting and dismantling overhead scaffolds.	1.1 Interpret and extract relevant information from: <ul style="list-style-type: none"> • plans • drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information 			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans • drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations • official guidance 			
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling overhead scaffolds.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with the movement and storage of materials and by manual handling and mechanical lifting 			

L/650/5638	Erecting and dismantling overhead scaffolds in the workplace (Continued)	Level 3	25 Credits
406v2			

	2.2 Describe the organisational security procedures for: <ul style="list-style-type: none"> • site • tools • equipment • personal belongings • workplace • company • operative • vehicles 			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe and healthy working practices when erecting and dismantling overhead scaffolds.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements.			
	3.2 Demonstrate compliance with given information and relevant legislation in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials tools and equipment • specific risks to health 			
	3.3 Explain why and when health and safety equipment, identified by the principles of prevention- should be used, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires, spillages, injuries • other task-related activities 			
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle overhead scaffolds.	4.1 Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials, components, fixings/anchors and ties • tools and equipment • access equipment 			
	4.2 Describe the characteristics, quality, uses, limitations, and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components) • hand tools, portable power tools and ancillary equipment. 			

L/650/5638	Erecting and dismantling overhead scaffolds in the workplace (Continued)	Level 3	25 Credits
406v2			

	4.3 Describe how to confirm that the resources and materials conform to the specification			
	4.4 Describe how the resources should be used correctly, how problems associated with the resources are reported			
	4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
	4.6 Describe any potential hazards associated with the resources and methods of work.			
	4.7 Describe how to calculate quantity, length and area associated with the method and procedure to erect and dismantle overhead scaffold structures.			
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling overhead scaffolds.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
	5.2 Maintain a clear and tidy workspace.			
	5.3 Dispose of waste in accordance with current legislation.			
	5.4 Describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 			
	5.5 Explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance 			
6 Complete the work within the allocated time when erecting and dismantling overhead scaffolds.	6.1 Demonstrate completion of the work within the estimated allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts • timetables • estimated times • organisational procedures for reporting circumstances which will affect the work programme 			
7 Comply with the given contract information to erect and dismantle overhead scaffolds to the required specification.	7.1 Demonstrate the following work skills: <ul style="list-style-type: none"> • measuring • setting out • assembling • fixing • positioning • securing • removing 			

L/650/5638	Erecting and dismantling overhead scaffolds in the workplace (Continued)	Level 3	25 Credits
406v2			

	<p>7.2 Use and maintain:</p> <ul style="list-style-type: none"> • hand tools • portable power tools • ancillary equipment • access equipment 			
	<p>7.3 Erect and dismantle tube and fitting and/or system scaffold for overhead scaffolds to given working instructions to form at least two of the following:</p> <ul style="list-style-type: none"> • drop scaffolds • hung scaffolds • scaffolds to span gaps (bridging) • load bearing scaffold • scaffolds with restricted access or build restrictions • – truss out 			
	<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems, and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify requirements of scaffold design drawings and formula • confirm the area to erect the overhead scaffold • confirm the stability of the foundation and structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • erect and secure the following scaffolds: drop, hung and load bearing scaffolds, scaffolds with restricted access and build restrictions, truss out • erect and secure scaffold for the use of other occupations • dismantle and remove overhead scaffolds • visually inspect fall protection equipment • install and test anchors and ties • work with, around and in close proximity to plant and machinery • use hand tools and ancillary equipment • work at height • – use access equipment. 			
	7.5 Describe the needs of other occupations and how to communicate effectively within a team.			
	7.6 Describe how to maintain the tools and equipment used.			
Assessor Comments/Feedback				

M/650/5639	Erecting and dismantling falsework scaffolds in the workplace	Level 3	23 Credits
407v2			

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to erect and dismantle tube and fitting or systems scaffold to given working instructions to form falsework scaffolds (live loads).

Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.		
1 Interpret the given information relating to the work and resources when erecting and dismantling falsework scaffolds.	1.1 Interpret and extract relevant information from: <ul style="list-style-type: none"> • plans • drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information 			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans • drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations • official guidance 			
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling falsework scaffolds.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement and storage of materials and by manual handling and mechanical lifting 			

M/650/5639	Erecting and dismantling falsework scaffolds in the workplace (Continued)	Level 3	23 Credits
407v2			

	2.2 Describe the organisational security procedures for: <ul style="list-style-type: none"> • site • tools • equipment • personal belongings • workplace • company • operative • vehicles 			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe and healthy working practices when erecting and dismantling falsework scaffolds.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements.			
	3.2 Demonstrate compliance with given information and relevant legislation in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools, and equipment • specific risks to health 			
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires, spillages, injuries • other task-related activities 			
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle -falsework scaffolds.	4.1 Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials, components, fixings/anchors and ties • tools and equipment 			

M/650/5639	Erecting and dismantling falsework scaffolds in the workplace (Continued)	Level 3	23 Credits
407v2			

	4.2	Describe the characteristics, quality, uses, sustainability, limitations, and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components) • hand tools, portable power tools and ancillary equipment 				
	4.3	Describe how to confirm that the resources and materials conform to the specification.				
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.				
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.				
	4.6	Describe any potential hazards associated with the resources and method of work.				
	4.7	Describe how to calculate quantity, length and area associated with the method and procedure to erect and dismantle falsework scaffolds.				
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling falsework scaffolds.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy workspace.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations • official guidance 			

M/650/5639	Erecting and dismantling falsework scaffolds in the workplace (Continued)	Level 3	23 Credits
407v2			

6	Complete the work within the allocated time when erecting and dismantling falsework scaffolds.	6.1	Demonstrate completion of the work within the estimated, allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts • timetables • estimated times • organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to erect and dismantle falsework scaffolds to the required specification.	7.1	Demonstrate the following work skills: <ul style="list-style-type: none"> • measuring • setting out • assembling • fixing • positioning • securing • removing 			
		7.2	Use and maintain: <ul style="list-style-type: none"> • hand tools • portable power tools • ancillary equipment 			
		7.3	Erect and dismantle tube and fitting or systems scaffold to given working instructions to form falsework scaffolds (live loads).			
		7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems, and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • identify requirements of scaffold drawings and formula • confirm the area to erect falsework scaffolds • confirm that the stability of the foundation and structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance (live loads) • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • erect and secure the scaffold for the use of other occupations • dismantle and remove falsework scaffolds • visually inspect fall protection equipment • work with, around and in close proximity to plant and machinery • use hand tools and ancillary equipment • work at height • – use access equipment 			

M/650/5639	Erecting and dismantling falsework scaffolds in the workplace (Continued)	Level 3	23 Credits
407v2			

	7.5 Describe the needs of other occupations and how to communicate within a team.			
	7.6 Describe how to maintain the tools and equipment used.			

Assessor Comments/Feedback

Y/650/5640	Erecting and dismantling shoring scaffolds in the workplace	Level 3	26 Credits
408v2			

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to erect and dismantle tube and fitting and/or systems scaffold to given working instructions to form at least two of the following:

- raking-shore scaffolds
- flying-shore scaffolds
- dead shore scaffolds.

Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.		
1 Interpret the given information relating to the work and resources when erecting and dismantling shoring scaffolds.	1.1 Interpret and extract relevant information from: <ul style="list-style-type: none"> • plans • drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information 			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans • drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations • official guidance 			
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling shoring scaffolds.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with the movement and storage of materials and by manual handling and mechanical lifting 			

Y/650/5640	Erecting and dismantling shoring scaffolds in the workplace (Continued)	Level 3	26 Credits
408v2			

	2.2 Describe the organisational security procedures for: <ul style="list-style-type: none"> • site • tools • equipment • personal belongings • workplace • company • operative • vehicles 			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe and healthy working practices when erecting and dismantling shoring scaffolds.	3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements.			
	3.2 Demonstrate compliance with given information and relevant legislation in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools, and equipment • specific risks to health 			
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> • fires, spillages, injuries • other task-related activities 			
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle shoring scaffolds.	4.1 Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials, components, fixings/anchors, and ties • tools and equipment 			

Y/650/5640	Erecting and dismantling shoring scaffolds in the workplace (Continued)	Level 3	26 Credits
408v2			

	4.2	Describe the characteristics, quality, uses, limitations, and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components) • hand tools, portable power tools and ancillary equipment 				
	4.3	Describe how to confirm that the resources and materials conform to the specification.				
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.				
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.				
	4.6	Describe any potential hazards associated with the resources and method of work.				
	4.7	Describe how to calculate quantity, length and area associated with the method and procedure to erect and dismantle shoring scaffolds.				
	5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling shoring scaffolds.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.		
5.2			Maintain a clear and tidy workspace.			
5.3			Dispose of waste in accordance with current legislation.			
5.4			Describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 			
5.5			Explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations and official guidance 			

Y/650/5640	Erecting and dismantling shoring scaffolds in the workplace (Continued)	Level 3	26 Credits
408v2			

6	Complete the work within the allocated time when erecting and dismantling shoring scaffolds.	6.1 Demonstrate completion of the work within the estimated, allocated time.			
		6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts • timetables • estimated times • organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to erect and dismantle shoring scaffolds to the required specification.	7.1 Demonstrate the following work skills: <ul style="list-style-type: none"> • measuring • setting out • assembling • fixing • positioning • securing • removing 			
		7.2 Use and maintain: <ul style="list-style-type: none"> • hand tools • portable power towers • ancillary equipment 			
		7.3 Erect and dismantle tube and fitting and/or systems scaffold to given working instructions to form at least two of the following: <ul style="list-style-type: none"> • raking-shore scaffolds • flying-shore scaffolds • dead shore scaffolds. 			
		7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems, and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • identify requirements of scaffold drawings and formula • confirm the area to erect the shoring scaffold • confirm that the stability of the foundation and structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure • erect and secure the scaffold for the use of other occupations • dismantle and remove scaffold structure • visually inspect fall protection equipment • work with, around and in close proximity to plant and machinery • install and test ties and anchors • use hand tools and ancillary equipment • work at height • use access equipment. 			

Y/650/5640	Erecting and dismantling shoring scaffolds in the workplace (Continued)	Level 3	26 Credits
408v2			

	7.5 Describe the needs of other occupations and how to communicate effectively within a team.			
	7.6 Describe how to maintain the tools and equipment used.			

Assessor Comments/Feedback

A/650/5641	Erecting and dismantling temporary roof scaffolds in the workplace	Level 3	21 Credits
609v2			

The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to erect and dismantle tube and fitting or systems scaffolds to given working instructions to form:

- mobile temporary roofs
- prefabricated roof scaffolds
- beams

Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.		
1 Interpret the given information relating to the work and resources when erecting and dismantling temporary roof scaffolds.	1.1 Interpret and extract relevant information from: <ul style="list-style-type: none"> • plans • drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information 			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • plans • drawings and sketches • specifications • method statements • risk assessments • schedules • manufacturers' information • standards • regulations • official guidance 			
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling temporary roof scaffolds.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • in confined spaces • at height • with tools and equipment • with materials and substances • with movement and storage of materials and by manual handling and mechanical lifting 			

A/650/5641	Erecting and dismantling temporary roof scaffolds in the workplace (Continued)	Level 3	21 Credits
609v2			

	2.2 Describe the organisational security procedures for: <ul style="list-style-type: none"> • site • tools • equipment • personal belongings • site • workplace • company • operative • vehicles 			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe and healthy working practices when erecting and dismantling temporary roof scaffolds	3.1 Use health and safety control equipment and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements.			
	3.2 Demonstrate compliance with given information and relevant legislation in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment and fall arrest equipment to carry out the activity • safe use, storage and handling of materials, tools, and equipment • specific risks to health 			
	3.3 Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to erecting and dismantling temporary roof scaffolds, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> – fires, spillages, injuries – other task-related activities 			

A/650/5641	Erecting and dismantling temporary roof scaffolds in the workplace (Continued)	Level 3	21 Credits
609v2			

4	Select the required quantity and quality of resources for the methods of work to erect and dismantle temporary roof scaffolds.	4.1	Select resources associated with own work in relation to: <ul style="list-style-type: none"> • materials, components, fixings/anchors and ties • tools and equipment • lifting accessories • access equipment 			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations, and defects associated with the resources in relation to: <ul style="list-style-type: none"> • tube and fitting • systems scaffold • associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components) • lifting accessories • hand tools, portable power tools and ancillary equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and method of work.			
		4.7	Describe how to calculate quantity, length and area associated with the method and procedure to erecting and dismantling temporary roof scaffold structures.			
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling temporary roof scaffolds.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy workspace.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> • general workplace activities • other occupations • adverse weather conditions 			

A/650/5641	Erecting and dismantling temporary roof scaffolds in the workplace (Continued)	Level 3	21 Credits
609v2			

	5.5 Explain why the disposal of waste should be carried out safely in accordance with: <ul style="list-style-type: none"> • environmental responsibilities • organisational procedures • manufacturers' information • statutory regulations and official guidance 			
6 Complete the work within the allocated time when erecting and dismantling temporary roof scaffolds.	6.1 Demonstrate completion of the work within the estimated, allocated time.			
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts • timetables • estimated times • organisational procedures for reporting circumstances which will affect the work programme. 			
7 Comply with the given contract information to erect and dismantle temporary roof scaffolds to the required specification.	7.1 Demonstrate the following work skills: <ul style="list-style-type: none"> • measuring • setting out • assembling • fixing • positioning • securing • removing 			
	7.2 Use and maintain: <ul style="list-style-type: none"> • hand tools • portable power tools • ancillary equipment • lifting accessories • access equipment 			
	7.3 Erect and dismantle tube and fitting or systems scaffolds to given working instructions to form: <ul style="list-style-type: none"> • mobile temporary roofs • prefabricated roof scaffolds • beams 			
	7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems, and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • identify requirements of scaffold design drawings and formula • confirm the area to erect the temporary roof scaffold • confirm that the stability of the foundation or structure on which the scaffold will be erected and secured has been considered • calculate weight distribution and load balance • confirm the materials and component make-up (tube and fitting, systems scaffold) • set out and prepare for the scaffold structure 			

A/650/5641	Erecting and dismantling temporary roof scaffolds in the workplace (Continued)	Level 3	21 Credits
609v2			

	<ul style="list-style-type: none"> • erect, secure, dismantle and remove the following: <ul style="list-style-type: none"> ○ temporary roof scaffolds ○ structures using independent scaffolds and beams ○ mobile temporary roofs ○ prefabricated roof scaffolds • erect and secure the scaffold for the use of other occupations • work with lifting equipment and accessories • visually inspect fall protection equipment • work with, around and in close proximity to plant and machinery • install and test anchors and ties • use hand tools, portable power tools and ancillary equipment • work at height • use access equipment. 			
	7.5 Describe the needs of other occupations and how to communicate within a team.			
	7.6 Describe how to maintain the tools and equipment used.			

Assessor Comments/Feedback

NOTES

NOTES



GQA Qualifications, Unit 1, 12 O'Clock Court, Attercliffe Road, Sheffield, S4 7WW
Tel: 0114 272 0033/272 0080
Email: info@gqaqualifications.com Website: www.gqaqualifications.com