GQA Level 2 NVQ in Accessing Operations and Rigging (Construction)-Fall Protection Systems
Qualification Number
610/2304/8

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		
J/503/1169	642 v1	Conforming to productive work practices in the workplace	2	3		
F/503/1171	643V1	Moving, Handling and Storing Resources in the Workplace	2	5		
L/650/5222	252v2	Utilising the provision of fall protection systems in the workplace	2	17		
K/650/6267	262v2	Installing and setting up fall protection systems in the workplace	2	19		
K/506/4648	329Av3	Preparing and operating scissor-type mobile elevating work platforms - MEWP - in the workplace	2	12		

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

Observation in the workplace ☐   Assessment of knowledge ☐

Records of prior experience ☐   Witness statement(s) ☐

Testimonial(s) ☐   Photographic evidence ☐

Work records ☐   External testing ☐

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 install and set up Fall Protection systems 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 2, 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 require minimum supervision in undertaking the job.

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 6 mandatory units, which have a total of 58 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				
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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..

Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

Production/Process Activity Relevant to the Achievement of this Qualification	Contributory to: Units/Elements

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:
	     – 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 641	Conforming to General Health, Safety and Welfare in the Workplace (continued)	Level 1	2 Credits	
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.			
	3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.			
	3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.			
	3.4 Safely store health and safety control equipment in accordance with given instructions.			
	3.5 Dispose of waste and/or consumable items in accordance with legislation.			
	3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback.			
	3.7 State the appropriate types of fire extinguishers relevant to the work.			
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.			
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.			
	4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace.			
	4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.			
5 Comply with and support all organisational security arrangements and approved procedures.	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft.			

A/503/1170 641	Conforming to General Health, Safety and Welfare in the Workplace (continued)	Level 1	2 Credits
	5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.		

Assessor comments/Feedback

J/503/1169 642v1	Conforming to Productive Working Practices in the Workplace	Level 2	3 Credits

The aim of this unit is to ensure that the candidate has the skills and knowledge required to communicate with colleagues, management and customers to plan, implement and record information in the Construction working environment. This includes the use and completion of documentation in line with Organisational guidelines, meeting deadlines and specifications while maintaining effective working relationships. Candidates will also have to understand the importance of working relationships have on productive working and how to ensure equality and diversity principles are applied when working and communicating with others. 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 Communicate with others to establish productive work practices.	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.			
	1.2 Describe the different methods of communicating with line management, colleagues and customers.			
	1.3 Describe how to use different methods of communication to ensure that the work carried out is productive.			
2 Follow organisational procedures to plan the sequence of work.	2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work.			
	2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.			
	2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions.			
	2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.			
3 Maintain relevant records in accordance with the organisational procedures.	3.1 Complete relevant documentation according to the occupation as required by the organisation.			
	3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: – job cards – worksheets – material/resource lists – time sheets.			
	3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.			
4 Maintain good working relationships when conforming to productive working practices.	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/ or other relevant people involved in the work to maintain good working relationships.			
	4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.			

J/503/1169 642v1	Conforming to Productive Working Practices in the Workplace (Continued)	Level 2	3 Credits

	4.3 Describe how to maintain good working relationships, in relation to: – individuals – customer and operative – operative and line management – own and other occupations.			
	4.4 Describe why it is important to work effectively with line management, colleagues and customers.			
	4.5 Describe how working relationships could have an effect on productive working.			
	4.6 Describe how to apply principles of equality and diversity when communicating and working with others.			

Assessor comments/feedback

F/503/1171 643v1	Moving, Handling and Storing Resources in the Workplace	Level 2	5 Credits

The aim of this unit is to ensure that the candidate has the skills and knowledge required to move, handle and store Construction related materials, e.g. sheet material, loose material, bagged or wrapped material, fragile material, tools and equipment, components or liquids in accordance with safe working practices, legislation and Organisational guidance on safety and security. Candidates must have knowledge of safe use of lifting and handling aids, containers and fixing, holding and securing systems and how to dispose of waste and packaging in accordance with legislation. All work must be carried out in accordance with safe working practices, minimising risk of damage to the materials and surrounding area. Candidates must understand their responsibilities and the hazards associated with this type of work including how the needs of other occupations have to be considered when moving resources, the accident and emergency procedures, and the different types and purposes of fire extinguishers. Finally Candidates must understand the types of problems that can occur when carrying out this type of work and the Organisational procedures for dealing with them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Comply with given information when moving, handling and/or storing resources.	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.			
	1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.			
	1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.			
	1.4 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.			
	1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.			
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: − in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.			
	2.4 State the appropriate types of fire extinguishers relevant to the work.			
	2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.			
3 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.	3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.			
	3.2 Use lifting aids safely as appropriate to the work.			
	3.3 Protect the environment in accordance with safe working practices as appropriate to the work.			

F/503/1171 643v1	Moving, Handling and Storing Resources in the Workplace (continued)	Level 2	5 Credits		
	3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).				
	3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.				
	3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.				
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work.				
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: – lifting and handling aids – container(s) – fixing, holding and securing systems.				
	4.3 Describe how the resources should be handled and how any problems associated with the resources are reported.				
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.				
	4.5 Describe any potential hazards associated with the resources and methods of work.				
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.				
	5.2 Dispose of waste and packaging in accordance with legislation.				
	5.3 Maintain a clean work space when moving, handling or storing resources.				
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions				
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.				

F/503/1171 643v1	Moving, Handling and Storing Resources in the Workplace (continued)	Level 2	5 Credits		
6. Complete the work within the allocated time when moving, handling and/or storing resources.	6.1 Demonstrate completion of the work within the allocated time.				
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – Progress charts, timetables and estimated times – Organisational procedures for reporting circumstances which will affect the work programme				
7. Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: – Moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques				
	7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: – Sheet material – Loose material – Bagged or wrapped material – Fragile material – Tools and equipment – Components – Liquids				
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.				
	7.4 Describe the needs of other occupations when moving, handling and/or storing resources.				

Assessor Comments/Feedback

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

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:

- 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: – 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: – 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: – 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: – 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: – 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: – 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: – 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: – materials and components – tools and equipment		
		4.2	Describe the characteristics, quality, uses, limitations, and defects associated with the resources in relation to: – 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.		

L/650/5222 252v2	Utilising the provision of fall protection systems in the workplace (Continued)		Level 2	17 Credits	
5 Minimise the risk of damage to the work and surrounding area when utilising 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: – general workplace activities – other occupations – adverse weather conditions			
	5.5	Explain why the disposal of waste should be carried out safely in accordance with: – environmental responsibilities – organisational procedures – manufacturers' information – statutory regulations – 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: – 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: – wearing – attaching – setting out – positioning – securing – checking – removing			
	7.2	Use and maintain hand tools and fall protection systems and equipment			

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

	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: – scaffold/rigging – secured steelwork structures – wire and rope systems – permanently installed anchorage points – temporary anchorage points – track systems – proprietary systems.			
	7.4	Describe how to apply safe and healthy work practices, follow procedures, report problems, and establish the authority needed to rectify them, to: – 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				

K/650/6267	Installing and setting up fall protection systems in the workplace	Level 2	19 Credits
262 v2			

Unit aims	The aim of this unit is to ensure the candidate has the skills and knowledge required to confirm competence to install and set up fall protection systems to given working instructions, using recognised anchor points with: • secured steelwork structures • wire and rope systems • permanently installed anchorage points temporarily installed anchorage points.

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*	Evidence.ref.no		
1 Interpret the given information relating to the work and resources when installing and setting up fall protection systems.	1.1 Interpret and extract relevant information from plans, method statements, risk assessments specifications, schedules and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.			
	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: – plans, specifications, schedules, method statements, risk assessments, manufacturers' information, permit systems, standards, regulations and official guidance.			
2 Know how to comply with relevant legislation and official guidance when installing and setting up fall protection systems.	2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles			

		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			
		2.4	Describe the types of fire extinguishers available when installing and setting up fall protection systems and describe how and when they are used			
3	Maintain safe and healthy working practices when installing and setting up fall protection systems.	3.1	Use health and safety control equipment and access equipment and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing and setting up fall protection systems.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing and setting up fall protection systems in relation to the following: − methods of work − safe use of health and safety control equipment − safe use of access equipment − safe use, storage and handling of materials, tools and equipment − specific risks to health			
		3.3	Explain whyand when health and safety control equipment, identified by the principles of prevention should be used, relating to installing and setting up fall protection systems, and the types, purpose and limitations of each type, the work situation and general work environment in relation to: − collective protective measures − personal protective equipment (PPE) − respiratory protective equipment (RPE) − 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 fires, spillages, injuries and other task-related hazards.			
4	Select the required quantity and quality of resources for the methods of work to installing and setting up fall protection systems.	4.1	Select resources associated with own work in relation to materials, components, fixings, anchors and ties, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – support posts – end terminations – tensioners and swage or swageless fittings – steel or synthetic cable – bolts, rivets, toggles, rails. – anchors and ties – fall protection equipment – 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 install and set up fall protection systems.			
5	Minimise the risk of damage to the work and surrounding area when installing and setting up 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 work space.			
		5.3	Dispose of waste in accordance with legislation.			

		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.		
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.		
6	Complete the work within the allocated time when installing and setting up fall protection systems.	6.1	Demonstrate completion of the work within the allocated time.		
		6.2	Demonstrate the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.		
7	Comply with the given contract information to installing and setting up fall protection systems to the required specification.	7.1	Demonstrate the following work skills when installing and setting up fall protection systems: – measuring, setting out, positioning, installing, fixing, securing, checking and removing.		
		7.2	Use and maintain hand tools, fall protection equipment and access equipment.		
		7.3	Install and set up fall protection systems to given working instructions, using recognised anchor points with: – secured steelwork structures – wire and rope systems – permanently installed anchorage points – temporarily installed anchorage points.		
		7.4	Complete inspection of installed fall protection systems to ensure compliance with current legislation and standards		
		7.5	Complete handover documentation to designated persons		

	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm the area to secure and provide for fall protection anchorage – confirm method to provide fall protection system – select, prepare and install equipment for installation (secured steelwork structures, wire and rope systems, permanent and temporary installed anchorage points) – visually inspect fall protection equipment – install and test anchors and ties – identify the test criteria for fall protection equipment – work with, around and in close proximity to plant and machinery – use hand tools and ancillary equipment – work at height – use access equipment. – complete inspection of installed fall protection systems to ensure compliance with legislation and standards – complete hand over documentation to designated persons			
	7.7	Describe the needs of other occupations and how to communicate within a team when installing and setting up fall protection systems.			
	7.8	Describe how to maintain the tools, portable power tools ancillary equipment and access equipment used when installing and setting up fall protection systems.			

K/506/4648	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	Level 2	12 Credits
392A V3			

Learning outcomes *The learner will be able to:*	Assessment criteria *The learner can:*	Evidence ref no.		
1 Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.			
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.			
2 Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out.	2.1 Organise the work according to given information or instructions.			
	2.2 Describe how to communicate ideas between team members.			
	2.3 Organise and communicate with team members and other associated occupations.			
	2.4 Describe how to organise resources prior to and during accessing operations.			
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.			
	3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	3.3 Explain what the accident reporting procedures are and who is responsible for making reports.			

4	Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.			
		4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using scissor-type MEWPs in relation to two or more of the following: – safe use and storage of plant or machinery – safe use and storage of tools and equipment – specific risks to health.			
		4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).			
		4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.			
5	Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs.	5.1	Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.			
		5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: – consumables, lubricants and fuels – attachments and accessing aids – hand tools, ancillary equipment and accessories.			
		5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			

		5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		5.5	Describe any potential hazards associated with the resources and methods of work.			
		5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate scissor-type mobile elevating work platforms used for accessing operations.			
6	Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		6.2	Prevent damage and maintain a clean work space.			
		6.3	Dispose of waste in accordance with current legislation.			
		6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
7	Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.			
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.			
8	Comply with the given contract information to access areas to carry out work using scissor-type MEWPs to the required specification.	8.1	Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: – checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.			
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.			
		8.3	Prepare for, position, set up and operate scissor-type MEWPs to access working			

		areas, at various locations, to given working instructions.			
	8.4	Shut down and secure scissor-type MEWPs.			
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: – identify the characteristics of the scissor-type MEWP used for accessing work – identify valid certification for maintenance, inspection and thorough examination – carry out function checks for accessing operation – prepare, set up and adjust for operational requirements – carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area – identify and remain aware of the area of operation to include potential entrapment situations – use fall prevention equipment – check to avoid damage to structures and utilities service apparatus			
	8.6	– position and secure MEWP for accessing operations – recognise and determine when specific skills and knowledge are required and report accordingly – operate, manoeuvre, position, set down and secure – operate and travel on the public highway – shut down and secure the MEWP – use hand tools, ancillary equipment and accessories.			
	8.7	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.			
	8.8	Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.			

NOTES

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