



GQA NVQ LEVEL 2 CERTIFICATE IN CAVITY WALL
EXTRACTION OCCUPATIONS

Qualification Number
603/4678/4

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PERSONAL COMPETENCE SUMMARY

Name	Company/Centre	
Job Title	GQA Registration Number	OSCAR Registration Number

				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	Conforming to Productive Working Practices in the Workplace	2	3		
F/503/1171 643	Moving, Handling and Storing Resources in the Workplace	2	5		
Pathway 1 Cavity Wall Clearance					
D/617/2744 CWC1	Cavity wall clearance in the workplace	2	15		
Pathway 2 - Cavity Extraction Specialist Surveyor/Inspector					
D/617/6406 SICW1	Surveying/Inspection of Cavity wall clearance in the workplace	2	14		
Additional Unit					
D/600/8281 250	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8		

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

Observation in the workplace
 Records of prior experience
 Testimonial(s)
 Work records

Assessment of knowledge
 Witness statement(s)
 Photographic evidence
 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 is a work-based learning qualification for those involved in cavity wall surveys/inspections and/or clearance. The qualification has been developed at the request of, and in partnership with, OSCAR, <http://www.oscar-onsite.co.uk/index.php>. The OSCAR and this qualification are recognised by a number of UKAS Certification bodies. Prior to registering on this qualification, individuals must be registered with OSCAR.

The clearance pathway enables individuals to carry out the extraction of cavity wall insulation to create a clear cavity that can be reinsulated or insulated if the system has been used to remove debris only. Candidates must also prove knowledge and competence to create a clear cavity to be able to facilitate External Rendering and External Wall Insulation complying with current Building Regulations. All work must be completed following safe working practices, relevant legislation, and comply with contract information and the allocated timescales. The survey/inspection pathway requires candidates to demonstrate the skills and knowledge required to interpret information to be able to carry out a Cavity Clearance survey in accordance with the job specifications, following safe working practices and within the allocated time. The Surveyor must also understand how to communicate with others to ensure work is carried out effectively. This pathway includes identifying and selecting the correct quality of equipment, additionally candidates must understand how to calculate quantity, area and wastage.

To achieve this pathway unit the survey work must be carried out in ways that will minimise the risk of damage to the work and surrounding area and using and maintaining equipment effectively. This qualification is made up of 3 mandatory units and 2 pathways. Candidates must complete the mandatory units and one or both of the pathways. The minimum credit value of this qualification is 24 credits.

There is also an entirely optional additional unit, if achieved this will appear on the qualification certificate but does not count towards the minimum credit value of the qualification. Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria, this qualification has a TQT of 240 hours. Qualifications are also required to indicate the number of hours of teaching someone would normally need to gain the skills and knowledge to achieve the qualification. These are referred to as Guided Learning Hours (GLH). The GLH for this qualification is 84.

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A/503/1170	Conforming to General Health, Safety and Welfare in the Workplace	1	2
641			
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SICW1			
Additional Unit			
D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace	2	8
250			

Achieving the combination of Mandatory units and the correct choice of Optional credits will mean the qualification has been completed and GQA will provide the qualification title. Where a candidate has completed additional credits the qualification will list these as “additional credits”, in cases where the candidate has not completed 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 you 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 you 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 book/reporting systems
- Safety records
- Training records
- Audio records
- Job specifications and documentation
- Delivery Records
- Witness testimonies
- Correspondence with customers
- Notes and memos
- Photo/video evidence
- Work diaries
- Timesheets
- Telephone Logs
- Meeting records
- Records of toolbox talks
- Equipment
- Prepared materials and sites
- Completed work

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.

Additional requirement

This qualification has been developed at the request of, and in partnership with, OSCAR, <http://www.oscar-onsite.co.uk/index.php>.

The industry has mandated membership of OSCAR prior to registering on this qualification. Verifiable proof of registration must be provided to GQA Qualifications as part of the qualification registration process.

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 Use Health and safety equipment safely to carry out the activity in accordance with legislation and organisational requirements.			
	1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.			
	1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <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 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. 5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.		

Assessor comments

J/503/1169 642	Conforming to Productive Working Practices in the Workplace	Level 2	3 Credits
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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: <ul style="list-style-type: none"> – using resources for own and other’s work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions. 			
	2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.			
3 Maintain relevant records in accordance with the organisational procedures.	3.1 Complete relevant documentation according to the occupation as required by the organisation.			
	3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> – job cards – worksheets – material/resource lists – time sheets. 			
	3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.			

Assessor comments/feedback

J/503/1169 642	Conforming to Productive Working Practices in the Workplace (continued)	Level 2	3 Credits
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4 Maintain good working relationships when conforming to productive working practices.	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/ or other relevant people involved in the work to maintain good working relationships.			
	4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.			
	4.3 Describe how to maintain good working relationships, in relation to: – individuals – customer and operative – operative and line management – own and other occupations.			
	4.4 Describe why it is important to work effectively with line management, colleagues and customers.			
	4.5 Describe how working relationships could have an effect on productive working.			
	4.6 Describe how to apply principles of equality and diversity when communicating and working with others.			

Assessor comments/feedback

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

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.			

Assessor comments/feedback

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

	<p>3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). 			
	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:			
	<ul style="list-style-type: none"> – 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.			

Assessor comments/feedback

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

6. Complete the work within the allocated time when moving, handling and/or storing resources.	6.1 Demonstrate completion of the work within the allocated time.			
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • Progress charts, timetables and estimated times • Organisational procedures for reporting circumstances which will affect the work programme 			
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

D/617/2744	Cavity wall clearance in the workplace	Level 2	15 Credits
CWC1			

The aim of this unit is to ensure the candidate has the skills and knowledge to carry out cavity wall clearance operations to create a clear cavity that can be reinsulated or insulated if the system has been used to remove debris only. Candidates must also prove knowledge and competence to create a clear cavity to be able to facilitate External Rendering and External Wall Insulation complying with current Building Regulations. All work must be completed following safe working practices, relevant legislation, and comply with contract information and the allocated timescales

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 carrying out Cavity Wall clearance operations	1.1 Interpret and extract relevant information from drawings, specifications, schedules, risk assessments and method statements			
	1.2 Comply with information and/or instructions derived from risk assessments and method statements			
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> • drawings • specifications • schedules • manufacturers' information • regulations governing buildings 			
2. Know how to comply with relevant legislation and official guidance when carrying out cavity wall clearance operations	2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> • in the workplace • below ground level • at height, with tools and equipment • with materials and substances • with movement/storage of materials • manual handling and mechanical lifting 			
	2.2 Explain the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports			
3 Maintain safe working practices when carrying out cavity wall clearance operations	3.1 Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements during cavity wall clearance			
	3.2 Describe why and when health and safety control equipment should be used, relating to cavity wall clearance, 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) 			
	3.3 Explain how the relevant health and safety control equipment should be used in accordance with the given instructions			
	3.4 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task related hazards			

D/617/2744	Cavity wall clearance in the workplace (Continued)	Level 2	15 Credits	
CWC1				
4. Select the required quantity and quality of resources for the methods of work to carry out cavity wall clearance	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
	4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • protective sheeting • warning signs • temporary barriers • airway sleeves • cavity barriers • cement • insulation • hand and/or powered tools • installation equipment 			
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported			
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
	4.5 Describe any potential hazards associated with the resources and method of work			
	4.6 Describe how to calculate quantity, area for cavity wall clearance			
5. Minimise the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1 Protect the work and its surrounding area from damage			
	5.2 Minimise damage and maintain a clean work space			
	5.3 Know how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
	5.4 Dispose of waste, e.g. fibrous, insulation in accordance with Legislation			
6. Complete the work within the allocated time during Cavity Wall clearance operations.	6.1 Demonstrate completion of the work within the allocated time			
	6.2 Describe the purpose of the work Programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of progress charts, timetables and estimated times • organisational procedures for reporting circumstances which will affect the work programme. 			
7. Comply with the given contract information for Cavity Wall clearance	7.1 Seal around windows, ducts, pipes and other apertures inside the property to prevent dust from entering inside			
	7.2 Prepare and carry out Cavity Wall clearance operations according to working instructions/Method Statement This will include some or all of the following work skills when carrying out Cavity Wall clearance: <ul style="list-style-type: none"> • measuring • marking out • calculating • cutting • fitting • positioning • securing 			

D/617/2744	Cavity wall clearance in the workplace (Continued)	Level 2	15	Credits
CWC1				

	7.3 Check inside the property to ensure that no dust or material has been dispersed			
	7.4 Repeat process across the predrilled pattern			
	7.5 Check results with equipment, e.g. boroscope and capture images for evidence			
	7.6 Repeat process if required to ensure complete removal of debris			
8. Carry out post cavity wall clearance operations	8.1 Fill holes and make good with matching and suitable materials to comply with job specification and contract requirements			
	8.2 Complete post installation checks to given working instructions			
	8.3 Explain how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • complete post extraction checks • check construction ventilation, flues, chimneys and combustion air ventilators after the installation • use access equipment 			
	8.4 Explain how to maintain the tools and equipment used during Cavity Wall clearance			
	8.5 Safely store the materials, tools and equipment used during Cavity Wall clearance			

Assessor comments/feedback

D/617/6406	Surveying/Inspection of Cavity wall clearance in the workplace	Level 2	14 Credits
SICW1			

The aim of this unit is to ensure the candidate has the skills and knowledge to carry out cavity wall clearance surveys to provide an accurate assessment of the cavity and building condition and provide clear and accurate information on the survey. All work must be completed following safe working practices, relevant legislation, and comply with contract information and the allocated timescales

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know the requirements of the Building Regulations and relevant standards in the context of Cavity Wall Extraction Activities	1.1 Explain the requirements of the following parts/sections of the regulations: <ul style="list-style-type: none"> • workmanship • materials • structural stability • fire safety • resistance to moisture • ventilation 			
2. Know methods of construction for buildings	2.1 Describe the key aspects to consider on the following types of construction: <ul style="list-style-type: none"> • Solid wall • Cavity wall • Timber framed • Metal framed • Concrete fill 			
3. Know how to identify and confirm relevant checks have been undertaken to determine if asbestos containing materials are present	3.1 Explain what building types must be checked for presence of asbestos			
	3.2 Describe how these checks are carried out and who by			
	3.3. Explain what to do if asbestos is present or suspected			
4. Know how to assess pre-existing damage to areas of the property that will be accessed by the extraction operatives	4.1 Explain how to assess pre-existing damage in relation to: <ul style="list-style-type: none"> • internal damage to property being extracted • external damage to property being extracted • damage to properties that are being used to gain access to property being extracted 			
	4.2. Explain why these checks are important and how to record/report the findings			
5. Know how to assess if the condition of the wall structure is suitable for Cavity Wall Extraction Activities to commence	5.1 List the aspects of the structure that need to be assessed for suitability prior to carrying out cavity wall extraction.			
	5.2. Explain why these checks are important and how to record/report the findings			
6. Know how to determine the extent of the area and elements to be extracted	6.1 Explain how to determine the detail of the work in relation to: <ul style="list-style-type: none"> • measurement of wall area • parts of the property that have been modified or added since the original build • conservatories • non-habitable parts of the building 			
7. Know factors that can affect the safe operation of combustion appliances	7.1 Explain the factors that can affect the safe operation of the following: <ul style="list-style-type: none"> • Combustion ventilation • Appliance cooling ventilation • Flue systems 			
8. Be able to determine if the proposed wall Cavity Wall Extraction Activities is likely affecting the safe operation of combustion appliances	8.1 Check the proposed work will not adversely affect the following during the extraction process and post-completion: <ul style="list-style-type: none"> • combustion ventilation • appliance cooling ventilation • performance of flue systems 			

D/617/6406	Surveying/Inspection of Cavity wall clearance in the workplace (Continued)	Level 2	14	Credits
SICW1				

9. Know how to assess if the functionality of existing ventilation ducts/systems will be compromised by the proposed Cavity Wall Extraction Activities	9.1 Check the proposed work will not adversely affect the functionality of the following during the extraction process and post-completion: <ul style="list-style-type: none"> • air supply vents /sub floor vents • extract vents 			
10. Know how to assess if the proposed extraction would be non-compliant with any requirements stated by the specifier	10.1 Explain how to confirm the proposed extraction meets the specifications for the work in relation to the: <ul style="list-style-type: none"> • extraction measure • building structure or building services 			
11. Know how to assess if site layout or conditions will impair the execution of the works	11.1 Explain how to assess the site layout in relation to: <ul style="list-style-type: none"> • access • obstructions • rubble in cavity • access • outbuildings/conservatory • permissions needed 			
12. Know how to identify a range of cavity wall insulation materials intended for removal by the proposed extraction process and how associated weather conditions can influence the choice of insulation	12.1 Explain how to identify the following: <ul style="list-style-type: none"> • wool fibre • foam insulation • EPS bead/bonded bead • Structural foams 			
	12.2 Explain how the existing drill pattern can help identify what material has been installed into the cavity wall			
	12.3 Name the 4 “exposure zones” and the range of wind driven rain in each			
	12.4 Explain how the weather conditions affect the choice of insulation			
13. Be able to carry out cavity wall clearance surveys	13.1 Carry out cavity wall clearance surveys in accordance with safe working practices and complying with all of the above criteria for traditional (brick/block) constructions			
	13.2 Record findings in accordance with organisational guidelines and legislation			
	13.3 Explain when and why it may be necessary to consult with other trades before, during, or after a survey			

Assessor comments/feedback

D/600/8281	Erecting and Dismantling Access/Working Platforms in the	Level 2	8 Credits
250	Workplace		

The aim of this unit is to ensure that the candidate has the skills and knowledge required to erect and dismantle access/working platforms in accordance with job specifications, safe working practices and in the allocated time. Candidates will have to demonstrate competence in the positioning, erection, dismantling and storage of 2 of the following: ladders/crawler boards, stepladders/platform steps, proprietary towers, trestle platforms, mobile scaffold towers or proprietary staging/podiums. The candidate must also understand how to communicate with others to ensure work is carried out effectively. All work must be carried out in accordance with safe working practices, minimising risk of damage to the work and surrounding area and using and maintaining tools and equipment effectively, including protective screens and signage. Candidates must understand their responsibilities and the hazards associated with this type of work including the uses and limitations of different types of access equipment. Candidates must also have knowledge of how to dispose of waste in accordance with legislation and environmental responsibilities, and the accident and emergency procedures. 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 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.	1.1 Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.			
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.			
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – specifications, current legislation, method statements, risk assessments and manufacturers' information.			
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling.			
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
	2.3 State what the accident reporting procedures are and who is responsible for making reports.			
3 Maintain safe working practices when erecting and dismantling access/working platforms.	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms			
	3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.			
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Assessor comments/feedback

D/600/8281 250	Erecting and Dismantling Access/Working Platforms in the Workplace (continued)	Level 2	8 Credits		
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – ladders/crawler boards – stepladders/platform steps – trestles – proprietary staging/podiums – proprietary towers – mobile scaffold towers – protection equipment and notices – tools and ancillary equipment.				
	4.2 Select resources associated with own work in relation to materials, components, tools and equipment.				
	4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.				
	4.4 Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.				
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.	5.1 Protect the work and its surrounding area from damage.				
	5.2 Minimise damage and maintain a clean work space.				
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.				
	5.4 Dispose of waste in accordance with legislation.				
	5.5 State why the disposal of waste should be carried out in relation to the work.				
6 Complete the work within the allocated time when erecting and dismantling access/working platforms.	6.1 Demonstrate completion of the work within the allocated time.				
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:– organisational procedures for reporting circumstances which will affect the work programme.				
7 Comply with the given contract information to erect and dismantle access/ working platforms to the required specification.	7.1 Demonstrate the following work skills when erecting and dismantling access/working platforms:– moving, positioning/erecting, securing, checking, dismantling and removing.				
	7.2 Erect, dismantle and store two of the following access equipment to given access regulations:– ladders/crawler boards– stepladders/platform steps– proprietary towers– trestle platforms– mobile scaffold towers– proprietary staging/podiums.				
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – provide protection to the work area – establish a base for equipment – erect proprietary access equipment to manufacturer’s instructions suitable for the work – erect non-proprietary access equipment suitable for the work – place protective screens and notices – check/monitor equipment during the period of use – dismantle and store access equipment – use tools and equipment – work at height.				
	7.4 Safely use and store materials, hand tools and ancillary equipment.				

D/600/8281	Erecting and Dismantling Access/Working Platforms in the Workplace (continued)	Level 2	8 Credits		
250					

	7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.			
	7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.			

Assessor comments/feedback

Notes

Notes



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