GQA PAA\VQSET Level 3 NVQ Diploma in Nuclear Decommissioning - Supervisory

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Centre Qualification Handbook

Competence-based Qualifications

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INTRODUCTION TO THE HANDBOOK

This qualification sits within the Regulated Qualifications Framework (RQF).

This Qualification Handbook has been developed to ensure that GQA Centres understand the requirements of the qualification. The Handbook contains the following information:

- Qualification Structure
- Assessment Requirements
- Assessment Methods
- Glossary
- Qualification Units

This Qualification Handbook has been developed to provide support in the implementation of the qualification as well as giving information to ensure that the assessment and quality assurance is consistent, robust and reliable within each centre and nationally. The handbook also contains details of the skills and/or knowledge the learner must obtain to achieve the units and qualification.

Qualification Structure

This section of the handbook summarises the content of the qualification and the skills and/or knowledge learners that achieve it can be expected to gain. It also outlines the units required to achieve the qualification and will give the learner an idea of how long the qualification will take to achieve through the Total Qualification Time (TQT) and how much contact time they can expect through the Guided Learning Hours (GLH). It also provides information about possible progression opportunities once the qualification has been achieved.

Assessment Requirements

The assessment requirements for the qualification will cover any specific information about how the qualification may be assessed, such as whether assessors require specific qualifications or occupational competence and whether simulation is permitted in the achievement process.

Assessment Methods

This section summarises the different assessment methods and types of evidence that support assessment; these may be used to demonstrate competence or the achievement of knowledge and understanding.

Qualification Units

The unit overview summarises the content of the unit and the skills and/or knowledge the learner will have gained on achievement of the unit. The units may also contain additional information in the assessment context which will describe the areas to be covered and any appropriate assessment guidance and evidence requirements which will outline additional assessment requirements and should be built into assessment plans and included on assessment records. The unit detail will also confirm whether simulation is permitted for that particular unit.

Qualification Assessment and Support Materials

Centres will be sent the following qualification assessment and support materials:

- Assessment Forms – it is not mandatory to use these forms. Centres may wish to use their own assessment documentation – these should be approved by the External Verifier prior to use.
- Learner Guide
- Qualification Handbook
- Registration Spreadsheet & Certification Claim Forms

LEVEL 3 NVQ DIPLOMA IN NUCLEAR DECOMMISSIONING - SUPERVISORY

Qualification Summary

The GQA Level 3 NVQ Diploma in Nuclear Decommissioning will provide recognition and accreditation for individuals with responsibility for managing and supervising related activities within the nuclear sector. This qualification covers a specialised function and will provide the learner with the ability and essential knowledge to specialise in the decommissioning of nuclear facilities. The qualification will enable learners to understand the specific skill requirements within this sector. It can also offer progression into supervisory or management roles.

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Guided Learning Hours (GLH)

Guided Learning Hours are the time the learner is under the immediate supervision or guidance of a lecturer, supervisor, tutor or other appropriate provider or education or training.

The GLH for this qualification is 305

Total Qualification Time (TQT)

Total Qualification Time is comprised of 2 elements:

1. GLH
   plus
2. an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by (but not under the immediate supervision of) a lecturer, supervisor, tutor or other appropriate provider or education or training

The TQT for this qualification is 570

Achieving the Qualification

18 Units must be achieved (9 knowledge and 9 competence units).

Mandatory Units: All 10 Mandatory Units must be achieved

Supervisory Mandatory: Learners must achieve all 6 units.

Supervisory Optional: Learners must achieve 2 units. Knowledge and competence units must be taken in combination i.e. if unit N425k is chosen, unit N425c must also be completed; and vice-versa.

Mandatory Units

Unit No.	Unit Name	Credit Value
N207k	How to Assess the Risks of Undertaking Radiation-Related Work Activities within Ionising Radiation Environments	4
N207c	Assess the Risks of Undertaking Radiation-Related Work Activities within Ionising Radiation Environments	4
N406k	How to Implement Safe Access Systems in a Radiation/Contamination Controlled Environment	3
N406c	Implement Safe Access Systems in a Radiation/Contamination Controlled Environment	3
N408k	How to Contribute to Own Development within Ionising Radiation Environments	3
N408c	Contribute to Own Development within Ionising Radiation Environments	3
N420k	How to Contribute to Technical Leadership within Nuclear Decommissioning Environments	3

N420c	Contribute to Technical Leadership within Nuclear Decommissioning Environments	3
N421k	How to Manage Own Resources within Nuclear Decommissioning Environments	4
N421c	Manage Own Resources within Nuclear Decommissioning Environments	3

Supervisory - Mandatory Units

Unit No.	Unit Name	Credit Value
N217k	How to Supervise Radiation-Related Work Activities within Ionising Radiation Environments	4
N217c	Supervise Radiation-Related Work Activities within Ionising Radiation Environments	4
N423k	How to Provide Leadership for Own Team within Nuclear Decommissioning Environments	3
N423c	Provide Leadership for Own Team within Nuclear Decommissioning Environments	3
N424k	How to Ensure Health and Safety Requirements are met in Own Area of Responsibility within Nuclear Decommissioning Environments	4
N424c	Ensure Health and Safety Requirements are met in Own Area of Responsibility within Nuclear Decommissioning Environments	3

Supervisory - Optional Units

Learners must achieve 2 units.

Unit No.	Unit Name	Credit Value
N425k	How to Allocate and Check Work in Own Team within Nuclear Decommissioning Environments	3
N425c	Allocate and Check Work in Own Team within Nuclear Decommissioning Environments	3
N427k	How to Enable Learning Through Demonstrations and Instruction within Nuclear Decommissioning Environments	4
N427c	Enable Learning Through Demonstrations and Instruction within Nuclear Decommissioning Environments	3
N428k	How to Enable Individual Learning Through Coaching within Nuclear Decommissioning Environments	4
N428c	Enable Individual Learning Through Coaching within Nuclear Decommissioning Environments	3
N429k	How to Manage a Project within Nuclear Decommissioning Environments	4
N429c	Manage a Project within Nuclear Decommissioning Environments	4
N430k	How to Handover Process Engineering Plant and Equipment within Nuclear Decommissioning Environments	3
N430c	Handover Process Engineering Plant and Equipment within Nuclear Decommissioning Environments	3

Progression

This Diploma is part of a suite of qualifications developed from the Nuclear Decommissioning National Occupational Standards (NOS) at Levels 2 and 3.

Further information can be found on the GQA website www.gqaqualifications.com or on the Register of Regulated Qualifications website http://register.ofqual.gov.uk

ASSESSMENT REQUIREMENTS

Assessors must ensure that, when assessing the skills, knowledge and/or understanding, the evidence produced by learners is:

- Valid – does evidence meet the requirements described in the unit?
- Authentic – has the learner produced the evidence?
- Current – has the evidence been produced recently and does it demonstrate current competence?
- Sufficient – is there enough evidence to demonstrate competence?

to enable reliable and consistent judgements to be made about the achievement of all the requirements of the unit(s) and qualification.

GQA Centres must ensure that people involved in the assessment process have the appropriate expertise and are adequately informed and supported to fulfil their responsibilities.

ASSESSMENT STRATEGY

Below is the information to support the assessment requirements of the qualification:

- Mandatory use of evidence from workplace performance
- Use of Simulation
- Occupational competence of assessors and verifiers

Mandatory use of evidence from workplace performance

a. Unless the use of simulation is expressly permitted within the qualification or unit specific evidence requirements, evidence must demonstrate the learner's competence in a real or realistic environment.

b. Knowledge and Understanding will be assessed via (pre-set and/or free form) questions, or by inference from performance, which cover three primary types of knowledge:

- Knowledge of facts and procedures
- Understanding of principles, concepts and underpinning procedures
- How to apply principles and procedures in specific contexts

All questions must be asked by the assessor at appropriate moments throughout the assessment process, preferably linked to observed activity and/or review of documentary evidence. The questions asked of, and answers provided by, the learner must be recorded.

Use of Simulation

c. The qualification or unit specific assessment requirements will define where evidence from simulation is acceptable, and in which contexts.

Simulation should be used only where direct evidence of learner performance cannot be obtained. Under these circumstances simulation may be used for summative assessment. Reasons for the use of simulation should be made clear to and agreed by the external verifier and should include the following details:

- which competence (and standards) the simulation was designed to assess;
- the kind of equipment, facilities and physical environment proposed for the simulation of performance. It is unlikely that the External Verifier will approve a simulation if it does not involve real plant and equipment;

- how the simulated activity relates to the learner's normal work context in terms of the pressures of time, access to resources and access to information, and the communication media; and
- how the simulation was set up and conducted, preferably supported by physical evidence such as photographs or inspection of a test rig.

Assessors, internal verifiers and external verifiers should monitor the proportion of evidence generated via simulations to ensure that it is not the primary source of a learner's claim to competence.

d. Under these circumstances simulations are reserved for aspects of competence illustrated by the following contexts:

   a. where demonstration of emergency shutdown and related safety procedures would be; **dangerous and/or disruptive** to plant/environment/individuals; **too costly** such as total plant shutdown or dealing with spillage of dangerous substances; where **issues of confidentiality** restrict access to real work opportunities;
   b. demonstrating specific aspects of the operation which rarely or never occur due to effective quality assurance systems;
   c. the capacity to integrate disparate knowledge to cope with unforeseen events and to solve problems; or
   d. aspects of working relationships and communications for which no opportunity has presented for the use of naturally occurring workplace evidence of learner performance.

di. Simulation must enable the individual to demonstrate competence in a real or realistic work environment. In this context this means in specialist centres which replicate the workplace in terms of equipment and environment, reflect normal working situations and use relevant industrial or commercial standards and procedures. Short work placements or non-realistic work environments which do not replicate the pressures and requirements of normal commercial or industrial activities will not be acceptable. The bulk of the learner's evidence should be drawn from their normal working activity and not consist of artificially contrived opportunities for one-off demonstration of competence. Similarly equipment must be that used in current commercial and industrial contexts. Procedures and standards used should be those which are nationally or internationally recognised or devised by specific companies as standard operating procedure.

dii. Simulation must enable the individual to acquire his/her skills and knowledge in a realistic work environment. In this context this means in specialist centres which replicate the workplace in terms of equipment and environment, it reflects normal working situations and uses relevant industrial or commercial standards and procedures. Where possible providers should attempt to replicate the pressures and requirements of normal commercial or industrial activities. Equipment must be that used in current commercial and industrial contexts. Procedures and standards used should be those which are nationally or internationally recognised or devised by specific companies as standard operating procedure.

diii. Circumstances outside of those listed in Section D above may also be considered suitable for the use of simulation with the agreement of the External Verifier and GQA. Under these circumstances simulation may be used for formative assessment only.

Occupational competence of Assessor and Verifiers

h. Assessors:

- must be competent in the units they are assessing. This is shown through the assessor having achieved the award they are assessing OR providing quality evidence to the external verifier that they are able to make valid judgements of the competence of learners. This could be done through a combination of a) personal interview, b) review of employment histories and/or c) examination of the assessor's judgement during assessments.
- must have a working knowledge of awards and a full understanding of that part of the award for which they have responsibility.
- should hold or be working towards suitable qualifications for assessment, as defined by GQA.

i. Internal verifiers:

- must be either working in the appropriate sector itself OR they must be able to demonstrate they possess practical and up-to-date knowledge of current working practices appropriate to the sector in which they are carrying out verification practices; and
- must be appointed by a GQA recognised centre
- must have a working knowledge of the awards they are internally verifying
- should hold or be working towards suitable qualifications for verification, as defined by PAA\VQ-SET.

ASSESSMENT METHODS AND TYPES OF EVIDENCE

The following section gives information on the different assessment methods/types of evidence that support assessment. The following assessment methods/types of evidence may be used to demonstrate competence or that the learner has achieved the required level of knowledge and understanding.

Observation of Performance

Observation allows the assessor to see learners carrying out their work activities. It will take place primarily in the workplace but can also be undertaken in a training scheme. Natural discussion should take place where possible during observation, allowing the assessor to ask questions relating to what they are observing at the time. Assessors must capture their observations either by a written report and/or other methods (e.g. video, audio recording).

Questioning

This method of assessment can be used to ensure that the learner has knowledge and understanding to support their skills. Questions can be used to check knowledge - these questions can either be verbal during or at the end of an observation, or they can be set in a written format in formal or informal conditions. As some units may focus entirely on learners' knowledge, assessors may encourage a variety of evidence to meet the requirements of the unit – use of verbal and/or written questions, learner statements and professional discussion (see below). Verbal questioning or professional discussion should be captured, either by written notes or audio recording.

Products

Work product evidence may be generated as a result of work activities undertaken by learners, and could include reports, letters, or records of work carried out.

Witness Statement or Testimony

A Witness Statement or Testimony is confirmation by others that the learner carried out an activity or series of activities relevant to the requirements of the unit. It could be written by the learner and signed by the witness to confirm that it did take place, or the witness may write the statement. Alternatively, the assessor could speak to the witness and record the discussion. The statement can then be used as evidence within an assessment.

There may be occasions when an Expert Witness may be required to contribute to the assessment process. GQA's definition of an Expert Witness is 'an experienced employee who works in partnership with the assessor, by observing the learner carrying out their duties and recording their observations in line with the assessment procedures'. It should be noted that while the Expert Witness makes a valued contribution to the assessment process, it is the assessor who makes the assessment decision.

Simulation

Simulations are a source of performance evidence showing how an activity is carried out. Simulations require careful planning to ensure that they reflect as near as possible "real life" conditions and the requirements of the qualification(s). As a result of this the costs to set up a simulation may be considerable. Simulations are likely to be used in the following situations:

- they occur infrequently (e.g. dealing with emergencies)
- they involve unusual working conditions (e.g. working in isolation, outside the workplace)
- the work is hazardous
- it is not cost effective

Any use of simulation should be discussed and agreed with the GQA External Verifier and approved prior to implementation.

Recognition of Prior Learning (RPL)

This is the process whereby credit is given to experienced individuals for their previous achievements. It requires careful mapping of the individual's experience to the unit(s) to ensure that it meets the requirements. This exercise must be referred to the External Verifier to ensure that all the evidence presented is acceptable.

Professional Discussion

A Professional Discussion gives the learner the opportunity to tell their assessor what they are doing and why they are doing it in a particular way. The discussion should be supported by appropriate evidence – an observation report, work product or witness testimony. Professional Discussions should be planned to give the learner the chance to prepare, and should be recorded.

Learner Statements

A Learner Statement is an account of an activity that took place, described by the learner. A detailed statement could demonstrate skill, and also provides evidence of knowledge and understanding. Learner statements should be authenticated by an appropriate person.

Photographs and use of other media

Photographs and use of other media, e.g. video and audio, can provide detail of work activities carried out and questioning. Photographs are more effective when used with supporting statements. Video and audio evidence should be effectively referenced to allow specific activities or questioning to be found easily. It is important to note that if photographs and other media are to be used, the learner and assessor should ensure that permission is gained from all people who may be involved.

GLOSSARY

Term	Definition
Access Arrangements	Arrangements that are approved in advance of an examination or assessment to allow achievement to be demonstrated by learners with a disability, special learning needs (including where the learner's first language is not English, Welsh or Irish) or to avoid unlawful discrimination
Appeal	The process through which an awarding organisation may be challenged on the outcome of an enquiry about results or, where appropriate, other procedural decisions affecting a centre or an individual learner
Assessment	The process of making judgements about the extent to which a learner's work meets the requirements of a unit, or any additional assessment requirements of a qualification
Assessor	A person who assesses a learner's work
Award of Qualifications	A certificate (electronic or paper-based) issued to an individual that recognises their achievement
Award	A qualification with a TQT value between 10 and 129
Awarding Organisation	A body recognised by the qualifications regulators to award qualifications
Centre	An organisation accountable to an awarding organisation for assessment arrangements leading to the award of qualifications
Centre Recognition	A process through which a centre wishing to offer an award or awards is confirmed as being able to maintain the required quality and consistency of assessment, and comply with other requirements of the awarding organisation
Certificate (1) for a Unit or Qualification	A record of attainment of a qualification issued by an awarding organisation
Certificate (2)	A qualification with a TQT value between 130 and 369
Credit	An award that may be made to a learner in recognition of the achievement of a unit or qualification
Credit Value	The number of credits that may be awarded to a learner for the successful achievement of a unit or qualification
Diploma	A qualification with a TQT value of 370 or above
Guided Learning Hours	The number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification
Learning Time	The amount of time a learner at the level of the unit is expected to take, on average, to complete the unit to the standard required
Level	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner in

Term	Definition
	demonstrating that achievement
Mandatory Units	Units that must be achieved for the qualification to be awarded
National Occupational Standards (NOS)	Describe what a person needs to do, know and understand in a job to carry out the role in a consistent and competent way
Optional Unit	A unit that a learner may choose to complete to achieve the required number of units for award of the qualification
Pathway	A route to the achievement of a qualification that requires particular units to be achieved and is identified by an endorsement to a qualification title
Qualification	An award made to a Learner for the achievement of the required units or other components for that qualification
Qualification Level	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner, represented by a qualification
Qualifications Regulators	Government-designated statutory organisations required to establish national standards for qualifications and secure consistent compliance with them
Recognition of Prior Learning (RPL)	A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning
Sector Skills Council	A body responsible for formulating and reviewing occupational standards for a specific sector across the UK, and for supporting the development of units and qualifications based on these standards. Each SSC is an employer-led, independent organisation and is licensed by government
Standardisation Of Assessment	A process to ensure that assessment leading to the award of qualifications is applied consistently by individuals, centres and awarding organisations
Unique Learner Number (ULN)	The unique number that is used to identify an individual learner
Unit	A component of a qualification

LEVEL 3 NVQ DIPLOMA IN NUCLEAR DECOMMISSIONING - SUPERVISORY

CONTENT OF THE QUALIFICATION

MANDATORY UNITS

UNIT N207K	**HOW TO ASSESS THE RISKS OF UNDERTAKING RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS**
LEVEL	**4**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**30**

Unit Overview

This unit addresses the knowledge required to assess the risks of undertaking radiation-related work activities within ionising radiation environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumption is made that the learner is a trained operative and that extra knowledge and training are required to learn the skills necessary for risk assessment, in addition to communication skills. The learner will authorise staff to undertake this work and they are approved by the regulatory bodies to carry out this role.

Information on use of Assessment Context

The learner addresses problems, routine and non-routine. To achieve this unit, the learner needs to interpret ideas and implement changes where necessary. Staff and equipment need to be safeguarded.

The main outcome of this activity is the assessment of risks where there are potential radiation hazards. The risks to people and the environment within the workplace and beyond could derive from hazards relating to the activities, equipment, or materials in the workplace.

This activity includes obtaining information and evidence for the risk assessment; applying risk assessments methods; identifying any implications arising from the risk assessment; providing information on the risk assessment, and reviewing it at a later time.

This activity is likely to be undertaken by someone whose work role is focused on radiation protection.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Know the information and evidence that will need to be obtained for the risk assessment	1.1. Clarify the information and evidence required for a risk assessment in the specified industry in terms of the following: • Types of facilities • Materials • Processes 1.2. Explain the structures and procedures within the organisation that need to be considered when obtaining information and evidence for the risk assessment, including: • Health and safety issues and requirements • Radiation: types, sources and hazards • Radiation protection issues • Radiation protection systems • Radiation monitoring equipment 1.3. Critically compare the sources of authoritative information on radiation protection
2. Know how to undertake a risk assessment in a radiation-related environment	2.1. Demonstrate an understanding of the appropriate communication and presentation methods 2.2. Evaluate the activities undertaken during radioactive processes 2.3. Evaluate the statutory requirements, regulations and standards, including international, national and local 2.4. Explain the relevant risk assessment and hazard identification methods

UNIT N207C	**ASSESS THE RISKS OF UNDERTAKING RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS**
LEVEL	**4**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**8**

Unit Overview

This unit addresses the skills required to assess the risks of undertaking radiation-related work activities within ionising radiation environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner must provide at least 3 different examples of performance evidence. Taken as a whole, the learner must provide performance evidence covering;

- Two examples of working to exposure & dose management plans/limits
- At least 1 example each, of using respirators or a full pressurized air suit
- At least 1 example of working in a continuously monitored environment

Typical types of performance evidence for this unit would include written procedures, method statements, risk assessments, HP&S Certificates, HP&S survey reports, and permits for work. Observation and examination of outcomes and records will probably provide the most effective methods of assessment.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N207k - How to Assess the Risks of Undertaking Radiation-Related Work Activities within Ionising Radiation Environments.*
- The assumption is made that the learner is a trained operative, authorised as a radiation protection supervisor. The learner will apply practice and assessments to the role for the safety of staff, classifying zones and specifying personal dosimetry. The learner will authorise staff to complete the work with the specified framework.

Information on use of Assessment Context

The work is mainly routine. The learner takes responsibility for risk assessments on both complex and routine work, training and guiding others. The learner makes clear decisions from the information available and has the autonomy to see work carried out.

The main outcome of this activity is the assessment of risks where there are potential radiation hazards. The risks to people and the environment within the workplace and beyond could derive from hazards relating to the activities, equipment, or materials in the workplace.

This activity includes obtaining information and evidence for the risk assessment; applying risk assessments methods; identifying any implications arising from the risk assessment; providing information on the risk assessment, and reviewing it at a later time.

This activity is likely to be undertaken by someone whose work role is focused on radiation protection.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to obtain information and evidence for the risk assessment	1.1. Obtain all relevant information on the activity being undertaken and the associated radiation hazards
	1.2. Obtain the evidence required for the risk assessment
2. Be able to apply risk assessment methods	2.1. Apply the appropriate risk assessment methods correctly in accordance with organisational procedures
	2.2. Comply with all relevant regulations and standards, and record all relevant actions and outcomes in the appropriate information systems
3. Be able to identify any implications arising from the risk assessment	3.1. Evaluate all relevant evidence on the safety of the activity
	3.2. Assess accurately and realistically the extent and degree of the radiation risks of undertaking the activity
	3.3. Identify any implications for radiation protection policies and systems arising from the risk assessment
	3.4. Identify and resolve any problems with the risk assessment
4. Be able to provide information about the risk assessment and review it at a later time	4.1. Provide information on the risk assessment to the appropriate people
	4.2. Review the risk assessments at an appropriate time according to the radiation protection policy of the organisation

UNIT N406K	**HOW TO IMPLEMENT SAFE ACCESS SYSTEMS IN A RADIATION/CONTAMINATION CONTROLLED ENVIRONMENT**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**16**

Unit Overview

This unit addresses the knowledge required to implement safe access systems in a radiation/contamination controlled environment when working with nuclear decommissioning.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumption is made that the learner is a trained operative with theoretical training and assessment to enable them to use different assessment methods and techniques to set up safe access areas.

Information on use of Assessment Context

This unit covers the knowledge required to implement safe access systems in a radiation/contamination controlled environment where the learner's responsibility is limited to working within detailed specifications and clearly defined procedures.

During this work you must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

The following terms have a specific meaning in this unit:

Review

- Analysis
- Provision of feedback

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Know the concepts of safe access systems	1.1. Explain the principles of contamination and radiation control
2. Know how to communicate information effectively	2.1. Explain how to present information
3. Know how to work safely	3.1. Explain the Safe System of Work procedures and guidelines 3.2. Explain the safety assessment methods and techniques
4. Know how to follow organisational procedures	4.1. Describe the organisational information systems and procedures 4.2. Describe the reporting lines and procedures 4.3. Explain the Health and Safety legislation, regulations and safe working practices and procedures

UNIT N406C	IMPLEMENT SAFE ACCESS SYSTEMS IN A RADIATION/CONTAMINATION CONTROLLED ENVIRONMENT
LEVEL	**2**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**6**

Unit Overview

This unit addresses the skills required to implement safe access systems in a radiation/contamination controlled environment when working with nuclear decommissioning.

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner must provide at least 3 different examples of performance evidence. Taken as a whole, the learner must provide performance evidence covering;

- At least 2 examples of modifying or amending safe access systems
- At least 1 example of reviewing system operations and forwarding suggestions
- Provision of verbal information to others on system requirements and responsibilities

Typical types of performance evidence for this unit would include procedures followed, records and reports produced. Observation and examination of outcomes and records will probably provide the most effective methods of assessment.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N406k – How to Implement Safe Access Systems in a Radiation/Contamination Controlled Environment*.
- The assumption is made that the learner is a trained operative, with specific job practice and assessment needed to set up and monitor controlled safe access systems.

Information on use of Assessment Context

The learner needs significant training and practice initially but this evolves into routine procedures with limited autonomy.

This unit covers the competence required to implement safe access systems in a radiation/contamination controlled environment where the learner's responsibility is limited to working within detailed specifications and clearly defined procedures.

During this work you must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

The following terms have a specific meaning in this unit:

Review

- Analysis
- Provision of feedback

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to set the access controls	1.1. Set access controls to meet agreed and approved system procedures
2. Be able to communicate information to the right people	2.1. Communicate system requirements and the responsibilities of individuals to the appropriate people
3. Be able to contribute to the improvement of working practices	3.1. Review system operations regularly and forward suggestions for improvement to the appropriate people
4. Be able to follow organisational procedures	4.1. Make sure that system records are accurate, up-to-date and complete and are stored correctly 4.2. Work safely at all times, complying with health and safety and other relevant regulations and guidelines

UNIT N408K	**HOW TO CONTRIBUTE TO OWN DEVELOPMENT WITHIN IONISING RADIATION ENVIRONMENTS**
LEVEL	**2**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**16**

Unit Overview

This unit addresses the knowledge required to contribute to the learner's own development within Ionising Radiation environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumption is made that the learner is a trained operative.

Information on use of Assessment Context

This unit deals with the following:

- Identifying and suggesting improvements to working practices and procedures – this covers the competence required to identify and evaluate opportunities for improving systems, work processes and practices and to develop and present proposals for improvements
- Developing self in the work role – this covers the competence required to take responsibility for the learner's own personal development. They will be required to maintain personal action plans or records of their achievements
- Contributing to effective working relationships – this covers the competence required to maintain effective working relationships

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

The following terms have a specific meaning in this unit:

Improvements:
Improvements are to the range of work activities associated with the individual's role and deal with technical and/or operational aspects of those activities. Improvements may be such as the practices and procedures followed, techniques, methods, equipment and materials used, scheduling and other logistic issues. Improvements can be to both routine and more complex actions and situations that may be experienced. Improvements may be in terms of: cost effectiveness, safety, and quality. Improvements can be identified through evaluation/studies, use of quality circles and/or individual consideration of current practice. Evaluation information may come from a range of different sources including: work records, colleagues in the workplace, organisational and industry publications, and contacts in other decommissioning environments.

Discussions:
The learner may contribute to discussions which can be formal, e.g. committees or informal, e.g. toolbox talks, safety committees etc, but must include the learner.

Presentation:
Presentation of improvements can be made orally and in writing. Different formats are likely to be needed depending on the organisation's preferences and the context in which the presentation is made e.g. formally (e.g. in a report) or informally (e.g. through suggestion boxes)

Assessment techniques and processes:
The assessment techniques and processes used would include: organisational progress reviews and appraisals, self-assessment through reflection or the use of diagnostic aids. The kinds of models which would underpin assessment would include: national occupational standards and other competence based systems, organisational models for work performance, and job/role specifications.

Development objectives:
Development objectives relate to all competencies which are required currently and in the foreseeable future for the individual's work role and other roles to which s/he wishes to progress. Development objectives will be set in collaboration with the employer and require the individual to play an active role in reviewing and taking account of past performance.

Others who can provide feedback:
Feedback and guidance can be provided by: line management, personnel or training specialists, and colleagues in the individual's work team.

Relationships:
Effective working interactions depend on good relationships between colleagues who may be working with the individual: on a one-to one basis, as a member of a team or work group, on a frequent and/or regular basis, and on an occasional or one-off basis.

Communications:
Communications involved in supporting working relationships would take place: orally (e.g. face to face, telephone, radio), through documentation, and through electronic records and messaging systems.

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Know the organisational structure that enables the identification of improvements	1.1. Explain the organisational structure, improvement systems and procedures 1.2. Explain the work improvement methods and techniques
2. Know how to use information to identify and present suggestions for improvement	2.1. Explain how to identify and access sources of information 2.2. Discuss how information might be presented
3. Know the strategies in place to aid personal development	3.1. Identify self-assessment models and techniques 3.2. Identify training and development opportunities 3.3. Describe how to identify and set development objectives
4. Know how to contribute to effective working relationships	4.1. Discuss how to manage working relationships 4.2. Discuss the range of problems that may affect working relationships
5. Know how to follow organisational procedures	5.1. Explain the reporting lines and procedures 5.2. Explain the lines of communication and responsibility 5.3. Explain the Health and Safety legislation, regulations and safe working practices and procedures

UNIT N408C	**CONTRIBUTE TO OWN DEVELOPMENT WITHIN IONISING RADIATION ENVIRONMENTS**
LEVEL	**2**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**8**

Unit Overview

This unit addresses the skills required to contribute to the learner's own development when working within Ionising Radiation environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

Identify and suggest improvements to working practices and procedures - The learner must provide at least three different examples of performance evidence of identification and suggested improvements. Taken as a whole, the performance evidence must cover;

- At least 1 example of identifying where improvements can be made
- At least 1 example of presentation of the suggestion to improve as described in the assessment context
- At least 1 example of contributing to discussions

Develop self in the work role - The learner must provide at least 3 different examples of performance evidence. Taken as a whole, the learner must provide performance evidence covering;

- At least 1 example of development objectives relating to the current work role
- At least 2 types of assessment techniques and processes as described in the assessment context
- Both types of review
- Feedback and advice from at least 2 types of relevant people

Contribute to Effective Working Relationships - The learner must provide at least 3 different examples of performance evidence. Taken as a whole, the learner must provide performance evidence covering;

- At least 1 example of contributing to working relationships within their own workgroup
- At least 1 example of seeking advice from colleagues

Evidence must show that the learner has developed and maintained relationships with people worked with on a regular and/or frequent basis over a period of time of not less than three months duration.

Note: Where performance evidence of the learner's competence in dealing with disagreements is not available, the learner's awareness of how to deal constructively with such situations must be obtained by direct questioning.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N408k – How to Contribute to Own Development within Ionising Radiation Environments.*
- The assumption is made that the learner is a trained operative, who is developing as a team player.

Information on use of Assessment Context

This unit deals with the following:

- Identifying and suggesting improvements to working practices and procedures – this covers the competence required to identify and evaluate opportunities for improving systems, work processes and practices and to develop and present proposals for improvements
- Developing self in the work role – this covers the competence required to take responsibility for the learner's own personal development. They will be required to maintain personal action plans or records of their achievements
- Contributing to effective working relationships – this covers the competence required to maintain effective working relationships

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

The following terms have a specific meaning in this unit:

Improvements:
Improvements are to the range of work activities associated with the individual's role and deal with technical and/or operational aspects of those activities. Improvements may be such as the practices and procedures followed, techniques, methods, equipment and materials used, scheduling and other logistic issues. Improvements can be to both routine and more complex actions and situations that may be experienced. Improvements may be in terms of: cost effectiveness, safety, and quality. Improvements can be identified through evaluation/studies, use of quality circles and/or individual consideration of current practice. Evaluation information may come from a range of different sources including: work records, colleagues in the workplace, organisational and industry publications, and contacts in other decommissioning environments.

Discussions:
The learner may contribute to discussions which can be formal, e.g. committees or informal, e.g. toolbox talks, safety committees etc, but must include the learner.

Presentation:
Presentation of improvements can be made orally and in writing. Different formats are likely to be needed depending on the organisation's preferences and the context in which the presentation is made e.g. formally (e.g. in a report) or informally (e.g. through suggestion boxes)

Assessment techniques and processes:
The assessment techniques and processes used would include: organisational progress reviews and appraisals, self-assessment through reflection or the use of diagnostic aids. The kinds of models which would underpin assessment would include: national occupational standards and other competence based systems, organisational models for work performance, and job/role specifications.

Development objectives:
Development objectives relate to all competencies which are required currently and in the foreseeable future for the individual's work role and other roles to which s/he wishes to progress. Development objectives will be set in collaboration with the employer and require the individual to play an active role in reviewing and taking account of past performance.

Others who can provide feedback:
Feedback and guidance can be provided by: line management, personnel or training specialists, and colleagues in the individual's work team.

Relationships:
Effective working interactions depend on good relationships between colleagues who may be working with the individual: on a one-to one basis, as a member of a team or work group, on a frequent and/or regular basis, and on an occasional or one-off basis.

Communications:
Communications involved in supporting working relationships would take place: orally (e.g. face to face, telephone, radio), through documentation, and through electronic records and messaging systems.

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to identify improvements to working practices	1.1. Collect information and feedback on current working practices and procedures 1.2. Assess current working practices and procedures against agreed standards 1.3. Identify opportunities for improving working practices and procedures 1.4. Ensure that suggested improvements meet organisational and health and safety requirements
2. Be able to present and develop proposals for improvements to working practices	2.1. Present suggestions for improvements in accordance with organisational procedures 2.2. Contribute to discussions about work practices and quality
3. Be able to take responsibility for personal development	3.1. Assess your current competence and areas for development using relevant techniques and processes 3.2. Review your performance and progress regularly and use the outcome to plan future development activities 3.3. Seek constructive feedback and advice from others and use it to help you maintain and improve your performance 3.4. Identify development objectives that are realistic and achievable 3.5. Agree with line management the time and other resources needed to help you achieve the development objectives
4. Be able to contribute to effective working relationships	4.1. Establish and maintain productive working relationships 4.2. Deal with disagreements in an amicable and constructive way so that good relationships are maintained 4.3. Seek assistance from others in a polite and courteous way without causing undue disruption to normal work activities 4.4. Keep others informed about work plans or activities which affect them 4.5. Respond in a timely and positive way when others ask for help or information
5. Be able to follow organisational procedures	5.1. Work safely at all times, complying with health and safety and other relevant regulations and guidelines

UNIT N420K	**HOW TO CONTRIBUTE TO TECHNICAL LEADERSHIP WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**24**

Unit Overview

This unit addresses the knowledge required to contribute to technical leadership on nuclear decommissioning activities within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumed pre-requisite is that the learner will be a competent person with a basic understanding of the nuclear industry.

Information on use of Assessment Context

The learner's work is well defined but complex and can be non-routine. The learner will have awareness of the technical issues and of different approaches to resolving problems. They must be able to interpret information and lead the team accordingly.

This unit covers the knowledge required to take a leading role in contributing ideas for the control and implementation of work and to demonstrate a thorough understanding of nuclear decommissioning practices.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

The following terms have a specific meaning in this unit:

Colleagues:
- Those working for the same organisation as the learner
- Those working for another organisation (e.g. sub-contractors)

Providing information:
- Orally
- Through documentation
- Through electronic records and messaging systems

Problems:
- Those difficulties that arise in some aspect of the work and for which technical rather than supervisory advice and leadership is needed

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to control radiation procedures and doses	1.1. Describe radiation and contamination control procedures 1.2. Discuss the principles and application of ALARP 1.3. Explain the measurement and control of radioactive doses 1.4. Define the types, methods and use of PPE 1.5. Explain the movement of contaminated radioactive material
2. Know and understand the planning methods and techniques	2.1. Explain the planning methods and techniques
3. Know how to anticipate and deal with problems	3.1. Describe how to identify and solve problems
4. Know how to report and present information to colleagues	4.1. Indicate reporting lines and procedures 4.2. State how to present information
5. Know how to follow organisational procedures	5.1. Describe health and safety legislation, regulations and safe working practices and procedures 5.2. Explain how to specify procedures and guidelines

UNIT N420C	**CONTRIBUTE TO TECHNICAL LEADERSHIP WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**14**

Unit Overview

This unit addresses the skills required to contribute to technical leadership on nuclear decommissioning activities within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

Evidence should be provided of at least three different problems that have been analysed and the effective solutions chosen.

Observation and examination of outcomes and records will probably provide the most effective methods of assessment. Evidence should come from performance at work over a period of time.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N420k - How to Contribute to Technical Leadership within Nuclear Decommissioning Environments*.
- The assumed pre-requisite is that the learner will be a competent person with a basic understanding of the nuclear industry, implementing the extra skills of team leadership. The role covers planning, safety, technical support, resolution of problems, motivation and leadership.

Information on use of Assessment Context

The individual will take responsibility for completing tasks and leading the team. They will manage problems, complex and non-routine and amend work methods based on feedback.

This unit covers the competence required to take a leading role in contributing ideas for the control and implementation of work and to demonstrate a thorough understanding of nuclear decommissioning practices.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

The following terms have a specific meaning in this unit:

Colleagues:
- Those working for the same organisation as the learner
- Those working for another organisation (e.g. sub-contractors)

Providing information:
- Orally
- Through documentation
- Through electronic records and messaging systems

Problems:

- Those difficulties that arise in some aspect of the work and for which technical rather than supervisory advice and leadership is needed

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to assess work methods	1.1. Assess work methods and procedures for their suitability and technical feasibility
2. Be able to anticipate and deal with problems	2.1. Anticipate potential problems and choose which action to take to deal with them 2.2. Analyse problems in full and choose effective solutions that will maintain the quality and progress of the work
3. Be able to provide valid information to colleagues	3.1. Provide colleagues with valid and up-to-date information, advice and guidance as necessary
4. Be able to follow organisational procedures	4.1. Work safely at all times, complying with health and safety and other relevant regulations and guidelines

UNIT N421K	**HOW TO MANAGE OWN RESOURCES WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**29**

Unit Overview

This unit addresses the knowledge required to manage own resources within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumed pre-requisite is that the learner will be a competent person with a basic understanding of the nuclear industry. This unit covers a theoretical approach to self-development with clear goals and objectives as the outcome.

Information on use of Assessment Context

This unit covers the knowledge required by the learner to undertake the work role and review performance against agreed objectives. It also covers identifying and undertaking activities to develop skills where gaps have been identified.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Recognising changes in circumstances promptly and adjusting plans and activities accordingly
- Prioritising objectives and planning work to make best use of time and resources
- Taking personal responsibility for making things happen
- Taking pride in delivering high quality work
- Agreeing achievable objectives and giving constant and reliable performance
- Finding practical ways to overcome barriers
- Making best use of available resources and proactively seek new sources of support when necessary

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know why managing own resources is important and how best to proceed	1.1. State why managing own resources (particularly knowledge, understanding, skills and time) is important 1.2. Identify the requirements of a work-role 1.3. Describe what an effective development plan should contain
2. Know how to set objectives and measure progress	2.1. Explain how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) 2.2. Indicate how to measure progress against work objectives 2.3. Describe the agreed requirements of own work-role including the limits of own responsibilities
3. Know how to receive and give effective feedback and take appropriate action	3.1. Define how to obtain and make effective use of feedback on own performance 3.2. State possible sources of feedback in the organisation 3.3. Explain how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes 3.4. Explain how to record the use of own time and identify possible improvements
4. Know how to identify appropriate development activities and assess whether they have contributed to own performance	4.1. Identify the type of development activities which can be undertaken to address identified gaps in knowledge, understanding and skills 4.2. Identify whether / how development activities have contributed to performance 4.3. Identify development needs to address any identified gaps between the requirements of own work-role and current knowledge, understanding and skills
5. Know and understand own personal development plan and how to develop current working knowledge	5.1. Describe own personal development plan and work objectives 5.2. State current knowledge, understanding and skills 5.3. Identify available development opportunities and resources in the organisation
6. Know how to follow organisational policies and procedures	6.1. Outline the organisations policy and procedures in terms of personal development 6.2. Identify the reporting lines in the organisation 6.3. State the industry / sector requirements for the development or maintenance of knowledge, understanding and skills

UNIT N421C	**MANAGE OWN RESOURCES WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**10**

Unit Overview

This unit addresses the skills required to manage own resources within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

There are no specific evidence requirements for this unit. Evidence may include:

Evaluation of the requirements of the learner's work role, based on formal and informal sources (e.g. job description, notes of agreements with managers/colleagues regarding expectations, personal reflections on role tasks and responsibilities).

Personal work objectives and records of achievement against these objectives (e.g. records of performance review or appraisal, meetings at which work objectives are agreed).

Assessment of current skill and knowledge, and development plan to address any identified needs (e.g. records of appraisal/performance review, personality and skill inventories, development plans).

Evidence of training and development activity (e.g. training records)

Work schedules, plans or records of work activity.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N421k – How to Manage Own Resources within Nuclear Decommissioning Environments.*
- The assumed prerequisite is that the learner will be a competent supervisor with a basic understanding of the nuclear industry, learning and practicing how to develop themselves in the work environment.

Information on use of Assessment Context

This unit covers the competence required by the learner to undertake the work role and review performance against agreed objectives. It also covers identifying and undertaking activities to develop skills where gaps have been identified.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Recognising changes in circumstances promptly and adjusting plans and activities accordingly
- Prioritising objectives and planning work to make best use of time and resources
- Taking personal responsibility for making things happen
- Taking pride in delivering high quality work
- Agreeing achievable objectives and giving constant and reliable performance
- Finding practical ways to overcome barriers
- Making best use of available resources and proactively seek new sources of support when necessary

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to plan and discuss how to effectively manage resources	1.1. Identify and agree the requirements of own work-role with those to be reported to 1.2. Discuss and agree personal work objectives with those to be reported to and how to measure progress 1.3. Identify any gaps between the requirements of own work-role and current knowledge, understanding and skills 1.4. Discuss and agree, with those to be reported to, a development plan to address any identified gaps in current knowledge, understanding and skills
2. Be able to develop and undertake activities to enhance performance	2.1. Undertake the activities identified in development plan and discuss, with those to be reported to, how they have contributed to own performance 2.2. Ensure that performance consistently meets or goes beyond agreed requirements
3. Be able to receive and give effective feedback and take appropriate action	3.1. Get regular and useful feedback on own performance from those who are in a good position to judge it and provide objective and valid feedback 3.2. Discuss and agree, with those to be reported to, any changes to own personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes 3.3. Check, on a regular basis, how time at work is utilised and identify possible improvements

SUPERVISORY PATHWAY – MANDATORY UNITS

UNIT N217K	**HOW TO SUPERVISE RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**30**

Unit Overview

This unit addresses the knowledge required to supervise radiation-related work activities within ionising radiation environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumption is made that the person is a trained operative with supervisory skills, and extra knowledge required for H&S, authorisations, safety documents, and managing people.

Information on use of Assessment Context

The learner implements the extra training and knowledge in practical terms through their team. The learner undertakes complex and non-routine work, manages the team and accepts safety documents.

The main outcome of this activity is the supervision of work activities where there are potential radiation hazards.

This activity includes obtaining information on the work activities that are required; reviewing all relevant information relating to the activities, hazards, and risks; ensuring that colleagues are clear about their work assignments; monitoring the work activities; checking that the work activities have been undertaken as agreed; identifying potential improvements in the way the work is carried out.

This activity is likely to be undertaken by someone whose work role is exercised in an environment where radiation protection is important.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the types of potential radiation hazards that could occur	1.1. Explain the work activities undertaken in the specified industry in terms of: • Types of facilities • Materials • Processes 1.2. Analyse the risk assessment and hazard identification methods in the specified industry
2. Know the procedures that need to be considered when supervising radiation-related work activities	2.1. Clarify the structures and procedures within the organisation for supervising radiation-related work activities 2.2. Explain the health and safety issues and requirements within an organisation with regard to: • Radiation monitoring equipment • Radiation protection issues • Radiation protection systems • Radiation: types, sources and hazards 2.3. Explain the methods of supervision that should be followed
3. Know the types of equipment used when monitoring radiation hazards	3.1. Interpret which equipment should be used when monitoring radiation
4. Know the statutory requirements, regulations and standards regarding radiation protection	4.1. Summarise the sources of authoritative information on radiation protection, including international, national and local

UNIT N217C	**SUPERVISE RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**8**

Unit Overview

This unit addresses the skills required to supervise radiation-related work activities within ionising radiation environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner must provide at least 3 different examples of performance evidence. Taken as a whole, the learner must provide performance evidence covering;

- Create / amend 2 procedures for work in a radioactive/ contaminated environment
- 2 examples of supervising work in full pressurized air suits or respirators
- 1 example of continuously monitored work where time and dose are the controlling factors

Typical types of performance evidence for this unit would include procedures, method statements, risk assessments, reports, team briefings, and HP&S survey reports. Observation and examination of outcomes and records will probably provide the most effective methods of assessment.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N217k – How to Supervise Radiation-Related Work Activities within Ionising Radiation Environments*.
- The assumption is made that the person is a trained operative with supervisory skills, now dealing with Health & Safety and statutory safety documentation, necessitating authorisations.

Information on use of Assessment Context

The learner needs to address problems, select appropriate methods of work, equipment and people, provide guidance and review results.

The main outcome of this activity is the supervision of work activities where there are potential radiation hazards.

This activity includes obtaining information on the work activities that are required; reviewing all relevant information relating to the activities, hazards, and risks; ensuring that colleagues are clear about their work assignments; monitoring the work activities; checking that the work activities have been undertaken as agreed; identifying potential improvements in the way the work is carried out.

This activity is likely to be undertaken by someone whose work role is exercised in an environment where radiation protection is important.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to obtain information on radiation-related work activities	1.1. Obtain accurate information and risk assessments on the radiation-related work activities being undertaken
2. Be able to identify radiation hazards	2.1. Ensure that all radiation hazards are identified and that radiation protection systems are applied correctly
3. Be able to make preparations in order to supervise radiation-related work activities	3.1. Ensure the radiation-related work activities that can and cannot be undertaken are identified, including the methods to be used for their duration 3.2. Ensure colleagues are clear on their role and responsibilities for delivering the radiation-related work activities 3.3. Identify suitable methods for monitoring the radiation-related work activities being undertaken
4. Be able to supervise radiation-related work activities	4.1. Monitor the radiation-related work activities at suitable opportunities 4.2. Check the radiation-related work activities are undertaken according to the specified methods, quality measures, and outcomes 4.3. Identify any potential improvements in the way that the radiation-related work activities could be carried out
5. Be able to follow procedures for supervising radiation-related work activities	5.1. Comply with all relevant regulations and standards, and record all relevant actions and outcomes in the appropriate information systems

UNIT N423K	HOW TO PROVIDE LEADERSHIP FOR OWN TEAM WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**24**

Unit Overview

This unit addresses the knowledge required to provide leadership for own team within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumed pre-requisite is that the learner will be a competent skilled person with a basic understanding of the nuclear industry, developing management skills in objective setting, communication, team dynamics and motivation.

Information on use of Assessment Context

This unit covers the knowledge required by the learner to provide direction to the members of their team and to motivate and support them to achieve the objectives of the team and their personal work objectives.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Creating a sense of common purpose
- Taking personal responsibility for making things happen
- Encouraging and supporting others to take decisions autonomously
- Acting within the limits of own authority
- Making time available to support others
- Showing integrity, fairness and consistency in decision-making
- Seeking to understand peoples needs and motivations
- Modelling behaviour that shows respect, helpfulness and co-operation

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know and understand the dynamics, objectives and performance of the team	1.1. Identify the members, purpose, objectives and plans of the team 1.2. Describe the standards of performance for the work of the team 1.3. Explain how to plan the achievement of team objectives and the importance of involving team members in this process 1.4. Explain how to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
2. Know how to communicate and lead appropriately	2.1. Describe the different ways of communicating effectively with members of a team 2.2. Explain the different styles of leadership that exist
3. Know how to encourage and support personal work objectives	3.1. Discuss the personal work objectives of members of the team 3.2. Describe the importance of and be able to show team members how personal work objectives contribute to achievement of team objectives
4. Know how to support the team through difficulties and setbacks	4.1. Identify types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them
5. Know how to support, encourage, motivate and monitor team members progress	5.1. Discuss how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements 5.2. Explain the importance of encouraging others to take the lead and ways in which this can be achieved 5.3. Describe the benefits of and how to encourage and recognise creativity and innovation within a team 5.4. Identify the types of support and advice that team members are likely to need and how to respond to these
6. Know how to follow organisational objectives and procedures	6.1. State the legal, regulatory and ethical requirements in the industry / sector

UNIT N423C	**PROVIDE LEADERSHIP FOR OWN TEAM WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**8**

Unit Overview

This unit addresses the skills required to provide leadership for own team within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

There are no specific evidence requirements for this unit. Evidence may include:

Plans and objectives agreed with the learner's team (e.g. records of meetings, individual and team work plans/schedules agreed, records of their own appraisal or performance review regarding their role in agreeing individual/team objectives).

Records of the performance of the team and its members (e.g. information regarding individual/team performance, records of meetings including resolution of problems).

Records of how the learner encouraged creativity and innovation in the team (e.g. notes of activities for generating ideas, records relating to suggested improvements, records of own appraisal or performance review regarding their role in encouraging creativity and innovation).

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N423k – How to Provide Leadership for Own Team within Nuclear Decommissioning Environments*.
- The assumed prerequisite is that the learner will be a competent person with a basic understanding of the nuclear industry.

Information on use of Assessment Context

This unit covers the competence required by the learner to provide direction to the members of their team and to motivate and support them to achieve the objectives of the team and their personal work objectives.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Creating a sense of common purpose
- Taking personal responsibility for making things happen
- Encouraging and supporting others to take decisions autonomously
- Acting within the limits of own authority
- Making time available to support others
- Showing integrity, fairness and consistency in decision-making
- Seeking to understand peoples needs and motivations
- Modelling behaviour that shows respect, helpfulness and co-operation

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to communicate effectively and positively	1.1. Set out and positively communicate the purpose and objectives of own team to all members 1.2. Involve members in planning how the team will achieve its objectives
2. Be able to encourage and support personal work objectives	2.1. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the teams objectives 2.2. Encourage and support team members to achieve their personal work objectives and provide recognition when objectives have been achieved
3. Be able to support the team through difficulties and setbacks	3.1. Steer the team successfully through difficulties and challenges, including conflict within the team 3.2. Give team members support and advice when they need it especially during periods of setback and change
4. Be able to support, encourage, motivate and monitor team members progress	4.1. Win, through performance, the trust and support of the team 4.2. Encourage and recognise creativity and innovation within the team 4.3. Motivate team members to present their own ideas and listen to what they say 4.4. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead 4.5. Monitor activities and progress across the team without interfering

UNIT N424K	**HOW TO ENSURE HEALTH AND SAFETY REQUIREMENTS ARE MET IN OWN AREA OF RESPONSIBILITY WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**34**

Unit Overview

This unit addresses the knowledge required to ensure health and safety requirements are met in own area of responsibility within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumed pre-requisite is that the learner will be a competent person with a basic understanding of the nuclear industry, and extra theoretical skills in risk analysis and hazard awareness.

Information on use of Assessment Context

This unit covers the knowledge required to manage the overall health and safety process in the area of the learner. This unit is intended to go beyond meeting the health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the health and safety 'culture' of the learner's area of responsibility.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Responding quickly to crises and problems with a proposed course of action
- Identifying people's information needs
- Complying with, and ensuring others comply with, legal requirements, industry regulations, organisational policies and professional codes
- Being vigilant for possible risks and hazards
- Taking personal responsibility for making things happen
- Identifying the implications or consequences of a situation
- Acting within the limits of own authority
- Constantly seeking to improve performance
- Treating individuals with respect and acting to uphold their rights

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know and understand own personal health and safety responsibilities and subsequent duties	1.1. Explain why health and safety is important 1.2. Identify how and where to identify own personal responsibilities and liabilities under health and safety legislation 1.3. Describe how to keep up with legislation and other developments relating to health and safety 1.4. Identify ways of developing a culture in own area of responsibility which puts 'health and safety' first 1.5. Evaluate the importance of setting a good example to others in relation to health and safety 1.6. Discuss the operational plans for own area of responsibility 1.7. State the allocated responsibilities for health and safety in own area and the organisation in general
2. Know how to communicate, update and reinforce the organisation's health and safety policy statement	2.1. Explain the requirement for organisations to have a written health and safety policy statement 2.2. Describe how to communicate the written health and safety policy statement to people who work in own area of responsibility and other relevant parties 2.3. Identify how and when to review the application of the written health and safety policy statement in own area of responsibility and produce / provide findings to inform development
3. Know how to consult with the appropriate people regarding health and safety issues	3.1. Explain how and when to consult with people in own area of responsibility or their representatives on health and safety issues 3.2. Identify sources of specialist expertise in relation to health and safety in own area of responsibility 3.3. Identify other relevant parties with an interest in health and safety in own area of responsibility
4. Know the type of resources required and allocated	4.1. Describe the type of resources required to deal with health and safety issues 4.2. Identify the resources allocated to and across own area of responsibility for health and safety
5. Know how to identify and deal with risks and hazards in own area of responsibility and the systems in place to deal with them	5.1. Identify the types of hazards and risks that may arise in relation to health and safety 5.2. Describe how to establish and use systems for identifying hazards and assessing risks 5.3. Explain the type of actions that should be taken to control or eliminate them 5.4. Describe the systems in place in own area of responsibility for identifying hazards and assessing risks and taking action 5.5. Describe the systems in place for monitoring, measuring and reporting on health and safety performance in own area of responsibility

	5.6. Explain how to establish systems for monitoring, measuring and reporting on health and safety performance in own area of responsibility
6. Know how to follow organisational procedures	6.1. Identify sector-specific legislation, regulations, guidelines and codes of practice relating to health and safety 6.2. Describe why and how health and safety should inform planning and decision-making 6.3. Explain health and safety risks, issues and developments which are particular to the industry or sector

UNIT N424C	**ENSURE HEALTH AND SAFETY REQUIREMENTS ARE MET IN OWN AREA OF RESPONSIBILITY WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**14**

Unit Overview

This unit addresses the skills required to ensure health and safety requirements are met in own area of responsibility within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

There are no specific evidence requirements for this unit. Evidence may include:

Records of actions taken to ensure health and safety policies are implemented appropriately (e.g. notes of meetings the learner has organised with people in their area of responsibility to discuss, review and agree the implementation of workplace policies on health and safety, notes of briefings the learner has made or commissioned to others in their area of responsibility on the implementation of workplace policies on health and safety, records of health and safety training the learner has organised for people in their area of responsibility).

Records of risk assessments the learner has organised, monitoring systems the learner has introduced or improved and actions the learner has taken to reduce risks in their area of responsibility (e.g. notes of meetings/communications relating to identification and assessment of risks, review and improvement of procedures/behaviour, review and development of systems, analysis of data).

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N424k - How to Ensure Health and Safety Requirements are met in Own Area of Responsibility within Nuclear Decommissioning Environments.*
- The assumed prerequisite is that the learner will be a competent supervisor with a basic understanding of the nuclear industry, and extra skills in risk assessment, hazard awareness and developing a safe culture in the team. This person will have to implement specific authorisations.

Information on use of Assessment Context

This unit covers the competence required to manage the overall health and safety process in the area of the learner. This unit is intended to go beyond meeting the health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the 'culture' of the learner's area of responsibility.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Responding quickly to crises and problems with a proposed course of action
- Identifying people's information needs

- Complying with, and ensuring others comply with, legal requirements, industry regulations, organisational policies and professional codes
- Being vigilant for possible risks and hazards
- Taking personal responsibility for making things happen
- Identifying the implications or consequences of a situation
- Acting within the limits of own authority
- Constantly seeking to improve performance
- Treating individuals with respect and acting to uphold their rights

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to identify own personal health and safety responsibilities and subsequent duties	1.1. Identify own personal responsibilities and liabilities under health and safety legislation 1.2. Make health and safety a priority area in terms of informing planning and decision-making in own area of responsibility 1.3. Ensure that sufficient resources are allocated across area of responsibility to deal with health and safety issues 1.4. Develop a culture within own area of responsibility which puts 'health and safety' first
2. Be able to communicate, update and reinforce the organisation's health and safety policy statement	2.1. Ensure that the organisation's written health and safety policy is clearly communicated to all people in own area of responsibility and other relevant parties 2.2. Ensure that the health and safety policy statement is put into practice in own area of responsibility and is subject to review as situations change *and* at regular intervals and the findings passed to the appropriate people for consideration 2.3. Demonstrate that own actions reinforce the messages in the organisation's health and safety policy statement
3. Be able to consult and communicate with the appropriate people regarding health and safety issues	3.1. Ensure regular consultation with people in own area of responsibility or their representatives on health and safety issues 3.2. Seek and make use of specialist expertise in relation to health and safety issues
4. Be able to identify and deal with risks or hazards in own area of responsibility	4.1. Ensure that a system is in place for identifying hazards and assessing risks in own area of responsibility 4.2. Ensure that prompt and effective action is taken to eliminate or control identified hazards and risks
5. Be able to effectively monitor systems and make subsequent improvements	5.1. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in own area of responsibility 5.2. Show continuous improvement in own area of responsibility in relation to health and safety performance

SUPERVISORY PATHWAY – OPTIONAL UNITS

UNIT N425K	**HOW TO ALLOCATE AND CHECK WORK IN OWN TEAM WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**22**

Unit Overview

This unit addresses the knowledge required to allocate and check work in own team within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumed pre-requisite is that the learner will be a competent person with a basic understanding of the nuclear industry.

Information on use of Assessment Context

This unit covers the knowledge required by the learner to ensure that the work required of his / her team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard of performance is being met.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Making time available to support others
- Clearly agreeing what is expected of others and holding them to account
- Prioritising objectives and planning work to make best use of time and resources
- Stating own position and views clearly and confidently in conflict situations
- Showing integrity, fairness and consistency in decision-making
- Seeking to understand people's needs and motivations
- Taking pride in delivering high quality work
- Taking personal responsibility for making things happen
- Encouraging and supporting others to make the best use of their abilities
- Being vigilant for possible risk and hazards

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to explain to and confirm work with members of a team	1.1. Explain the importance of confirming / clarifying the work required of the team with the manager and how to do this effectively 1.2. Identify different ways of communicating effectively with members of a team 1.3. Explain the skills, knowledge and understanding, experience and workloads of team members 1.4. Indicate the available resources for undertaking the required work
2. Know how to plan work with members of a team	2.1. Describe own teams plan for undertaking the required work 2.2. Describe how to plan the work of a team, including how to identify any priorities or critical activities and the available resources 2.3. Identify and take due account of health and safety issues in the planning, allocation and checking of work 2.4. State the members, purpose and objectives of own team 2.5. Outline the work required of own team
3. Know how to allocate work and brief team members on the expected performance	3.1. Explain why it is important to allocate work across the team on a fair basis and how to do so 3.2. Define why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so
4. Know how to encourage, support and motivate own team members	4.1. Identify ways of encouraging team members to ask questions and / or seek clarification and make suggestions in relation to the work which they have been allocated 4.2. Describe how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements 4.3. Indicate the additional support and / or resources which team members might require to help them complete their work and how to assist in providing this
5. Know how to monitor own team members performance	5.1. Identify effective ways of regularly and fairly checking the progress and quality of the work of the team members 5.2. Explain why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members 5.3. State how to log information on the ongoing performance of team members and use this

	information for performance appraisal purposes
	5.4. Indicate how to provide prompt and constructive feedback to team members
6. Know how to support team members when dealing with problems or conflict	6.1. Identify the type of problems and unforeseen events that may occur and how to support team members in dealing with them
	6.2. Discuss why it is important to monitor the team for conflict
	6.3. Identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
7. Know and understand industry / sector specific legislation and requirements	7.1. Describe the industry / sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work
	7.2. Explain the industry / sector requirements for the development or maintenance of knowledge, understanding and skills
8. Know how to follow organisational procedures	8.1. Explain the organisation's written health and safety policy statement and associated information and requirements
	8.2. Outline the organisation's policy and procedures in terms of personal development
	8.3. Identify reporting lines in the organisation and the limits of own authority
	8.4. Describe organisational standards or levels of expected performance
	8.5. Define organisational policies and procedures for dealing with poor performance
	8.6. Explain organisational grievance and disciplinary policies and procedures
	8.7. Discuss organisational performance appraisal systems

UNIT N425C	**ALLOCATE AND CHECK WORK IN OWN TEAM WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**14**

Unit Overview

This unit addresses the skills required to allocate and check work in own team within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

There are no specific evidence requirements for this unit. Evidence may include:

Records of work allocation to the learner's team and its members (e.g. notes of meetings/briefings where individual/team work activities/targets are communicated, work schedules and plans for individuals/teams).

Records of the quality and quantity of the team's output (e.g. records of monitoring of work output against specifications, production/operational records and reports, records relating to problems and action taken and records of formal or informal feedback to team members on performance).

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N425k – How to Allocate and Check Work in Own Team within Nuclear Decommissioning Environments*.
- The assumed prerequisite is that the learner will be a competent person with a basic understanding of the nuclear industry.

Information on use of Assessment Context

This unit covers the competence required by the learner to ensure that the work required of his / her team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard of performance is being met.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Making time available to support others
- Clearly agreeing what is expected of others and holding them to account
- Prioritising objectives and planning work to make best use of time and resources
- Stating own position and views clearly and confidently in conflict situations
- Showing integrity, fairness and consistency in decision-making
- Seeking to understand people's needs and motivations
- Taking pride in delivering high quality work
- Taking personal responsibility for making things happen
- Encouraging and supporting others to make the best use of their abilities
- Being vigilant for possible risk and hazards

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to confirm and plan work in the team	1.1. Confirm the work required of the team with the manager and seek clarification, where necessary, on any outstanding points and issues 1.2. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources
2. Be able to allocate work and brief team members on the expected performance	2.1. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development 2.2. Brief team members on the work they have been allocated and the standard or level of expected performance
3. Be able to encourage and motivate own team members	3.1. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated 3.2. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and / or resources to help completion
4. Be able to monitor own team members performance	4.1. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback 4.2. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members 4.3. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise the manager 4.4. Use information collected on the performance of team members in any formal appraisal of performance
5. Be able to support team members when dealing with problems or conflict	5.1. Support team members in identifying and dealing with problems and unforeseen events 5.2. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively

UNIT N427K	**HOW TO ENABLE LEARNING THROUGH DEMONSTRATIONS AND INSTRUCTION WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**34**

Unit Overview

This unit addresses the knowledge required to enable learning through demonstrations and instruction within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumed pre-requisite is that the learner will be a competent person with a basic understanding of the nuclear industry.

Information on use of Assessment Context

This unit covers the knowledge required to demonstrate skills and methods to learners and instruct learners in procedures and processes.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know when to choose between demonstration and instruction as appropriate teaching methods	1.1. Identify which types of learning are best achieved and supported through: • Instruction • Demonstration 1.2. Explain how to choose between demonstration and instruction as learning methods 1.3. Describe the separate areas of both demonstrations and instructional techniques which encourage learning
2. Know how to assess the needs of learners when planning demonstrations or instruction	2.1. Explain how to identify individual learning needs 2.2. Identify which factors are likely to prevent learning and how to overcome them
3. Know how to plan a demonstration or instruction session to maximise learning	3.1. Describe how to structure demonstrations and instruction sessions 3.2. Explain how to choose from a range of demonstration techniques 3.3. Explain how to put information in order and decide whether the language that will be used is appropriate for the learners 3.4. Explain how to choose and prepare appropriate materials, including technology-based materials 3.5. Explain how to identify and use different learning opportunities
4. Know how to use interaction with the learner to maximise learning	4.1. Describe how to put learners at their ease and encourage them to take part 4.2. List ways to check learners' understanding and progress
5. Know how to keep up to date with the latest developments in learning	5.1. Explain how to analyse and use developments in learning and new ways of delivery, including technology-based learning
6. Know how to follow organisational procedures	6.1. Explain how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice

UNIT N427C	**ENABLE LEARNING THROUGH DEMONSTRATIONS AND INSTRUCTION WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**10**

Unit Overview

This unit addresses the skills required to enable learning through demonstrations and instruction within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

The following evidence should be produced:

- ONE Record of the activity to be demonstrated, showing how the learner:
    - Decided on the sequence of the demonstration
    - Ensures that the demonstration is accurate and realistic
    - Identified which learning outcomes will be achieved
    - Will ensure a safe environment for the demonstration and allow all learners to see the demonstration clearly

  PLUS
- Records of TWO Observations by an assessor or by a witness (this witness must have been agreed by the assessor prior to the observation taking place).

- These must cover at least one demonstration and one instruction or a combination of both.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N427k – How to Enable Learning Through Demonstrations and Instruction within Nuclear Decommissioning Environments.*
- The assumed prerequisite is that the learner will be a competent person with a basic understanding of the nuclear industry.

Information on use of Assessment Context

This unit covers the competence required to demonstrate skills and methods to learners and instruct learners in procedures and processes.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to plan demonstrations and instruction to maximise learning outcomes	1.1. Identify which learning outcomes will be achieved through instruction 1.2. Base the demonstration on an analysis of the skills needed and the order they must be learned in 1.3. Match instruction to the needs of the learners 1.4. Structure the demonstration so the learner can get the most out of it
2. Be able to carry out the demonstration or instruction to maximise the effectiveness of the learning environment	2.1. Ensure that demonstrations take place in a safe environment and allow learners to see the demonstration clearly 2.2. Reduce distractions and disruptions as much as possible 2.3. Ensure that the demonstration is accurate and realistic
3. Be able to facilitate learner participation and involvement when giving demonstrations or instruction	3.1. Ensure that the manner, level and speed of the instruction encourages learners to take part 3.2. Respond to the needs of learners during the demonstration 3.3. Encourage learners to ask questions and get explanation at appropriate stages in the demonstration 3.4. Give learners the opportunities to practice the skills being demonstrated and give them positive feedback
4. Be able to amend demonstrations or instruction to match the needs of learners	4.1. Regularly check the learners understanding and adapt instruction as appropriate 4.2. Give extra demonstrations of the skills being taught to reinforce learning
5. Be able to provide positive feedback and assess the outcomes of the learning process	5.1. Give learners positive feedback on the learning experience and the outcomes achieved 5.2. Identify anything that prevents learning and review this with the learners

UNIT N428K	**HOW TO ENABLE INDIVIDUAL LEARNING THROUGH COACHING WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**30**

Unit Overview

This unit addresses the knowledge required to enable individual learning through coaching within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumed pre-requisite is that the learner will be a competent person with a basic understanding of the nuclear industry.

Information on use of Assessment Context

The learner will use their theoretical understanding of addressing the development of staff, interpreting information using different approaches and supporting staff.

This unit covers the knowledge required to use coaching as a way of encouraging individual learning.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to assess the needs of learners	1.1. Explain how to identify individual learning needs 1.2. Identify how to recognise the things that are likely to prevent learning and how to overcome them
2. Know how to plan for the delivery of coaching activities	2.1. Describe how to structure learning activities 2.2. Indicate how to choose and prepare appropriate materials, including technology-based materials 2.3. Explain how to make sure that everyone acts in line with health, safety and environmental protection legislation and best practice
3. Know how to maximise learning opportunities through coaching	3.1. Explain how to identify and use different learning opportunities 3.2. Discuss how to match coaching opportunities to individual learning needs and objectives 3.3. Explain the separate areas of coaching which encourage learning 3.4. Describe which types of learning are best achieved and supported through coaching
4. Know how to use coaching techniques appropriate to the learner	4.1. Explain the different learning styles and how they affect learning 4.2. Describe how to put information in order and decide whether the language that will be used is appropriate for individual learners
5. Know how to monitor and support learners to facilitate effective learning	5.1. Explain how to encourage learners to recognise their own achievements 5.2. Identify how to put learners at ease 5.3. State how to check learners understanding and progress 5.4. Describe how to identify the opportunities available for learners to apply their learning
6. Know how to keep up to date with current developments in coaching	6.1. Identify how to analyse and use developments in learning and new ways of delivery, including technology based learning

UNIT N428C	**ENABLE INDIVIDUAL LEARNING THROUGH COACHING WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**14**

Unit Overview

This unit addresses the skills required to enable individual learning through coaching within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

The following evidence should be produced:

- Records for two individual learners which identify the support the learner gives through coaching
- One record of an observation of a coaching session with an individual learner by an assessor or a witness (this witness must have been agreed by the assessor prior to the observation taking place).

It is expected that these records will show how all the assessment criteria in this unit were covered.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N428k – How to Enable Individual Learning Through Coaching within Nuclear Decommissioning Environments*.
- The assumed prerequisite is that the learner will be a competent person with a basic understanding of the nuclear industry. The learner will have an awareness of different approaches, using theoretical and practical understanding to develop the team and its members.

Information on use of Assessment Context

This unit covers the competence required to use coaching as a way of encouraging individual learning.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to assess the needs of learners	1.1. Identify individual needs and learning styles 1.2. Choose a style of coaching which meets the learning objectives of the organisation 1.3. Identify anything that prevents learning and review this with learners
2. Be able to plan for successful learning outcomes	2.1. Identify opportunities to use different learning opportunities and agree actions with learners 2.2. Identify opportunities for learners to achieve agreed learning objectives
3. Be able to use coaching techniques appropriate to the learner	3.1. Analyse the skills needed and the order they need to be learned in 3.2. Coach in a manner and at a speed which is appropriate to learners 3.3. Give learners the opportunities to practise skills, apply their knowledge and get experience in a structured way
4. Be able to monitor and adjust the delivery of coaching, if this is required	4.1. Regularly check that learners are making progress towards learning outcomes 4.2. Alter coaching in the light of learners' progress and feedback
5. Be able to support and encourage learners	5.1. Give learners positive feedback on their learning experiences, outcomes and progress 5.2. Give learners clear and accurate information on the resources available to help them apply their learning 5.3. Consider using technology-based support for learners, including e-support 5.4. Explain to learners the ongoing support that is available to them

UNIT N429K	**HOW TO MANAGE A PROJECT WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**4**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**33**

Unit Overview

This unit addresses the knowledge required to manage a project within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumed pre-requisite is that the learner will be a competent person, with a basic understanding of the nuclear industry, developing advanced practical and theoretical skills to manage projects. The learner will be defining, planning, implementing and completing projects with authority and autonomy.

Information on use of Assessment Context

This unit covers the knowledge required to manage a project for which the learner has responsibility. This involves developing and agreeing a plan for the project and monitoring and controlling implementation of and changes to the plan. It also involves ensuring that the project achieves its key objectives and is completed to the satisfaction of the project sponsor(s) and any key stakeholders.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Recognising changes in circumstances promptly and adjusting plans and activities accordingly
- Finding practical ways to overcome barriers
- Presenting information clearly, concisely, accurately and in ways that promote understanding
- Creating a common sense of purpose
- Making best use of available resources and pro-actively seeking new sources of support when necessary
- Acting within the limits of own authority
- Being vigilant for potential risks and hazards
- Taking pride in delivering high quality work
- Taking personal responsibility for making things happen

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the underlying principles of what is involved in preparing for a project	1.1. Describe the roles and responsibilities of a project manager and any project team members 1.2. Outline the fundamental characteristics of projects as opposed to routine management functions / activities 1.3. Explain the importance of contingency planning and how to do so effectively 1.4. Indicate why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any other programmes of work being undertaken 1.5. Define key stages in the project lifecycle 1.6. State industry / sector specific legislation, regulations, guidelines and codes of practice
2. Know how to develop and agree the project plan	2.1. Describe the agreed project plan 2.2. Identify the type of information needed for effective project planning 2.3. State what should be included in a project plan, particularly activities, required resources and timescales and why the plan needs to be discussed and agreed with the project sponsors and any key stakeholders 2.4. Identify the agreed key objectives and scope of the proposed project and the available resources
3. Know how to communicate and consult with the relevant person(s) regarding progress	3.1. Identify effective ways of communicating with project sponsors and any key stakeholders during a project 3.2. Describe the processes in place for communicating information on progress of the project to the project sponsors, any key stakeholders and project team members 3.3. Explain why it is important to consult with relevant people in developing a project plan and how to do so effectively 3.4. Indicate mechanisms for consulting on the development of the project plan and the views / thoughts received from relevant people in relation to proposals
4. Know how to support, encourage and brief team members	4.1. Identify ways of providing ongoing support, encouragement and information to any project team member 4.2. State the methods used for briefing, supporting, encouraging and providing information to any project team member 4.3. Explain why it is important that all project team members are briefed on the project plan, their roles and responsibilities and how to do so effectively
5. Know how to deal with any risks or	5.1. Identify and manage potential risks in relation to the

problems encountered	project 5.2. State risks and contingencies common to the industry / sector 5.3. Outline processes and resources put in place to manage potential risks and deal with contingencies 5.4. Indicate the type and nature of potential risks identified and contingencies encountered
6. Know how to implement the project plan including any necessary changes	6.1. Identify the overall vision, objectives and plans of the organisation and any other relevant programmes / projects being undertaken 6.2. Define the type of changes that might need to be made to a project plan during implementation 6.3. Describe the processes in place for identifying and agreeing changes to the project plan and any changes which have been made
7. Know how to achieve, confirm and evaluate the project	7.1. Identify how to select from specific project management tools and techniques used to monitor, control and review progress of the project 7.2. Describe processes for evaluating the success of the project and any lessons which have been learned from undertaking the project 7.3. Explain how to establish effective systems for evaluating the success of projects and identifying lessons for the future 7.4. Outline the methods and importance of recognising the contributions of project team members to the success of projects and different ways of doing so
8. Know the importance of maintaining a relationship and discussing and agreeing any plans with key stakeholders and project sponsors	8.1. State the importance of the relationship between the project manager and the project sponsors and any key stakeholders 8.2. Identify why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsors and any key stakeholders before detailed planning commences 8.3. Outline the importance of agreeing changes to the project plan with the project sponsors and any key stakeholders 8.4. Indicate why it is important to confirm satisfactory completion of the project with the project sponsors and any key stakeholders and how to do so effectively 8.5. Identify the project sponsors – the individual or group for whom the project is being undertaken 8.6. Identify the key stakeholders – the individuals or groups who have a vested interest in the success of the project and organisation 8.7. Explain the processes for confirming satisfactory completion of the project with the project sponsors and any key stakeholders

UNIT N429C	**MANAGE A PROJECT WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**4**
CREDIT VALUE	**4**
GUIDED LEARNING HOURS	**18**

Unit Overview

This unit addresses the skills required to manage a project within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

There are no specific evidence requirements for this unit. Evidence may include:

Project terms of reference the learner has agreed and project plans that the learner has prepared (e.g. notes of meetings, notes showing terms of reference, scoping or feasibility studies, agreement to objectives, scope, resources, roles and responsibilities, project schedules and timescales, procedure specifications, operational guidelines and other documents prepared in support of the project).

Records of monitoring and evaluating projects the learner had managed (e.g. project reports, progress reports and action plans, problems identified and actions taken, changes to the plan, records of briefings of the project team, end of project evaluation, conclusions).

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N429k – How to Manage a Project within Nuclear Decommissioning Environments*.
- The assumed pre-requisite is that the learner will be a competent person, with a basic understanding of the nuclear industry, developing advanced technical and theoretical skills. The learner will address complex problems, adapt working methods, and review the effectiveness of the project.

Information on use of Assessment Context

This unit covers the competence required to manage a project for which the learner has responsibility. This involves developing and agreeing a plan for the project and monitoring and controlling implementation of and changes to the plan. It also involves ensuring that the project achieves its key objectives and is completed to the satisfaction of the project sponsor(s) and any key stakeholders.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

As learners provide evidence to meet the assessment criteria, the following behaviours, which underpin effective performance, will be demonstrated and include:

- Recognising changes in circumstances promptly and adjusting plans and activities accordingly
- Finding practical ways to overcome barriers
- Presenting information clearly, concisely, accurately and in ways that promote understanding
- Creating a common sense of purpose
- Making best use of available resources and pro-actively seeking new sources of support when necessary
- Acting within the limits of own authority

- Being vigilant for potential risks and hazards
- Taking pride in delivering high quality work
- Taking personal responsibility for making things happen

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to agree and prepare for the proposed project	1.1. Discuss and agree the key objectives and scope of the proposed projects and the available resources with the project sponsors and any key stakeholders 1.2. Identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken
2. Be able to develop and agree the project plan	2.1. Develop, in consultation with relevant people, a realistic and thorough plan for undertaking the project and achieving the key objectives 2.2. Discuss and agree the project plan with the project sponsors and any key stakeholders, making changes where necessary
3. Be able to support others and communicate progress regularly	3.1. Brief any project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information 3.2. Communicate progress to the project sponsors, any key stakeholders and any project team members on a regular basis
4. Be able to implement the project plan and deal with any risks or problems encountered	4.1. Implement the project plan, selecting and applying a range of basic project management tools and techniques to monitor, control and review progress 4.2. Put processes and resources in place to manage potential risks arising from the project and deal with contingencies 4.3. Identify, in the light of progress and any problems encountered and wider developments, any required changes to the project plan, obtaining agreement from project sponsors and any key stakeholders where necessary
5. Be able to achieve, confirm and evaluate the project	5.1. Achieve project objectives using the agreed level of resources 5.2. Confirm satisfactory completion of the project with the project sponsors and any key stakeholders 5.3. Evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members

UNIT N430K	**HOW TO HANDOVER PROCESS ENGINEERING PLANT AND EQUIPMENT WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**24**

Unit Overview

This unit addresses the knowledge required to handover process engineering plant and equipment within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

In addition to the assessment criteria, the learner should provide evidence to show that they know the different types of information required at handover, and understand the importance of making sure they have a clear and correct understanding of what they are taking on.

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumed pre-requisite is that the learner will be a competent person, with a basic understanding of the nuclear industry, gaining experience in plant handover and responsibilities therein.

Information on use of Assessment Context

This unit covers the knowledge required to complete safe and effective handover of plant and equipment. It includes the handover to others and the learner's acceptance and confirmation of responsibility for the control of the plant and equipment.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

The following terms have a specific meaning in this unit:

The types of products or assets include

- Systems & sub-systems
- Process equipment
- New installations

The handover procedures and environments under operational or non-operational conditions where:

1. A typical example of a handover during operational conditions could be a shift change on continuous process plants
2. A typical example of handover under non-operational conditions could be:

- Between maintenance and operational teams at the end of an overhaul
- Handover of a large on-going maintenance project
- Handover from in-house maintenance teams to outside specialists
- Shift to shift

The parties to handover to:

- Clients
- Production operations
- Maintenance engineers
- Line supervisors

The complexity of handover can be:

- Written
- Oral
- Test documentation

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Know the handover procedures for products or assets	1.1. Identify when the handover should occur 1.2. Explain how to confirm the precise moment of transfer 1.3. Describe why it is important to define the precise moment of transfer
2. Know how to record and document systems and procedures	2.1. Explain how to record the level of detail on the condition of engineering products / assets as required by different parties 2.2. Describe how to confirm that information received at handover is accurate and complete 2.3. Indicate what the types of situation are where additional information and clarification might be required
3. Know the types of support offered to those transferring control	3.1. Describe the types of support through own working relationships that can be offered to those transferring control
4. Know how to follow organisational procedures	4.1. Outline own responsibilities in respect of Health, Safety and Environment (including the limits of own personal responsibility, own legal responsibility for own health and safety and the health and safety of others) 4.2. State the relevant regulations and the safe working practices and procedures required within own work area 4.3. Identify own responsibilities with regard to the reporting lines and procedures in own working environment

UNIT N430C	**HANDOVER PROCESS ENGINEERING PLANT AND EQUIPMENT WITHIN NUCLEAR DECOMMISSIONING ENVIRONMENTS**
LEVEL	**3**
CREDIT VALUE	**3**
GUIDED LEARNING HOURS	**10**

Unit Overview

This unit addresses the skills required to handover process engineering plant and equipment within nuclear decommissioning environments.

Assessment Guidance and Evidence Requirements

Evidence Requirements

For handing over responsibility:

- The learner needs to provide evidence that they have handed over responsibility for the control of plant, apparatus and associated equipment on at least three different occasions.
- The learner needs to provide evidence to show that they ensured that everyone involved accepted that the product or asset was in a satisfactory condition for handover to take place.
- The learner needs to provide evidence to show that at the handover they obtained agreement from everyone that the handover was complete and satisfactory.
- The learner needs to provide evidence to show that they produced and maintained clear, accurate and complete records of the handover.

For accepting responsibility:

- The learner needs to provide evidence that they have accepted responsibility for the control of plant, apparatus and associated equipment on at least three different occasions.
- The learner needs to provide evidence to show that they support the outgoing person in such a way that disruption to operations is kept to a minimum.
- The learner needs to provide evidence to show that they have correctly identified and confirmed the condition of the plant, apparatus and associated equipment that they are accepting responsibility for.
- The learner needs to provide evidence to show that they confirmed and recorded acceptance of responsibility.

Typical types of performance evidence for this unit would include assessor observation, learner reports and records. Observation and examination of outcomes and records will probably provide the most effective methods of Assessment.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N430k – How to Handover Process Engineering Plant and Equipment within Nuclear Decommissioning Environments*.
- The assumed pre-requisite is that the learner will be a competent person, with a basic understanding of the nuclear industry gaining experience in plant handover and responsibilities therein. The learner requires good communication skills and an awareness of the overall plans.

Information on use of Assessment Context

This unit covers the competence required to complete safe and effective handover of plant and equipment. It includes the handover to others and the learner's acceptance and confirmation of responsibility for the control of the plant and equipment.

During this work the learner must take account of the relevant worksite operational requirements, procedures and safe working practices AS THEY APPLY TO THE LEARNER.

The following terms have a specific meaning in this unit:

The types of products or assets include:

- Systems & sub-systems
- Process equipment
- New installations

The handover procedures and environments under operational or non-operational conditions where:

1. A typical example of a handover during operational conditions could be a shift change on continuous process plants
2. A typical example of handover under non-operational conditions could be:

- Between maintenance and operational teams at the end of an overhaul
- Handover of a large on-going maintenance project
- Handover from in-house maintenance teams to outside specialists
- Shift to shift

The parties to handover to:

- Clients
- Production operations
- Maintenance engineers
- Line supervisors

The complexity of handover can be:

- Written
- Oral
- Test documentation

Learning Outcome and Assessment Criteria

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to check and confirm the condition of products and assets	1.1. Confirm and define the condition of the engineering products or assets in accordance with specifications 1.2. Check and confirm that the condition of the engineering products or assets is in an acceptable handover condition
2. Be able to accept and confirm responsibility for the control of plant and equipment	2.1. Clearly define and obtain agreement on the moment of transfer of responsibility 2.2. Communicate handover of control as specified 2.3. Provide proper support and co-ordination to those transferring control
3. Be able to provide accurate information	3.1. Make sure that the information received at handover is accurate, up to date and complete 3.2. Seek additional information if there are any areas of doubt or lack of clarity
4. Be able to follow organisational procedures	4.1. Work safely at all times, complying with health and safety and other relevant regulations and guidelines 4.2. Produce and maintain records of the handover in accordance with organisational procedures 4.3. Confirm and record acceptance of responsibility and control in line with agreed procedures