



GQA Level 3 NVQ in Accessing Operations and Rigging  
(Construction) Personal Fall Protection Technician  
Qualification Number  
610/6645/X



# PERSONAL COMPETENCE SUMMARY

| Name                                 |              |   | Company/Centre          |              |  |      |
|--------------------------------------|--------------|---|-------------------------|--------------|--|------|
| Job Title                            |              |   | GQA Registration Number |              |  |      |
| <b>Qualification Mandatory Units</b> |              |   |                         |              |  |      |
| Unit ref                             | GQA unit ref | Unit title  | Level                   | Credit value | ASSESSOR SIGNATURE<br><small>Performance and knowledge assessment completed and supplemented with evidence over time</small> | DATE |
| H/651/8028                           | 641v1        | Conforming to general health, safety and welfare in the workplace                       | 1                       | 2            |  |      |
| H/651/7904                           | 642v1        | Conforming to productive working practices in the workplace                             | 2                       | 3            |  |      |
| H/651/7911                           | 643v1        | Moving, handling and storing resources in the workplace                                 | 2                       | 5            |  |      |
| D/651/2356                           | 209V2        | Confirming work activities and resources for an occupational work area in the workplace | 3                       | 10           |  |      |
| F/651/2357                           | 210v3        | Developing and maintaining good occupational working relationships in the workplace     | 3                       | 8            |  |      |
| F/651/8027                           | 211v2        | Confirming the occupational method of work in the workplace                             | 3                       | 11           |  |      |
| A/617/8485                           | 215v3        | Monitoring progress of work against schedules in the workplace                          | 3                       | 10           |  |      |
| L/650/5222                           | 252v2        | Utilising the provision of fall protection systems in the workplace                     | 2                       | 17           |  |      |
| T/651/8277                           | 262v2        | Installing and setting up fall protection systems in the workplace                      | 2                       | 19           |  |      |
| A/651/8279                           | 802v1        | Installing construction anchors in the workplace  | 3                       | 17           |  |      |
| M/651/8329                           | 803v1        | Site testing of construction fixings in the workplace                                   | 3                       | 16           |  |      |

**Optional units – at least one of the units needs to be taken**

|            |        |  |   |    |  |  |
|------------|--------|--|---|----|--|--|
| T/651/7908 | 392Av3 | Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace | 2 | 12 |  |  |
| K/651/8048 | 392Bv3 | Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace    | 2 | 14 |  |  |

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

- |                              |                          |                         |                          |
|------------------------------|--------------------------|-------------------------|--------------------------|
| Observation in the workplace | <input type="checkbox"/> | Assessment of knowledge | <input type="checkbox"/> |
| Professional discussions     | <input type="checkbox"/> | Witness statement(s)    | <input type="checkbox"/> |
| Video recordings             | <input type="checkbox"/> | Photographic evidence   | <input type="checkbox"/> |
| Work records                 | <input type="checkbox"/> |                         |                          |



**Declaration of Authenticity and Assessment Compliance**

By signing below, both the Candidate and the Assessor confirm that all evidence submitted is authentic and has been produced by the candidate. They also confirm that the assessments have been conducted in accordance with the Qualification Assessment Strategy.

Details of each assessment and the supporting evidence must be clearly recorded.

|                   | Name and Signature | Date |
|-------------------|--------------------|------|
| Candidate         |                    |      |
| Lead Assessor     |                    |      |
| Internal Verifier |                    |      |
| EQA               |                    |      |

# Introduction to the Qualification

## Who is this qualification for?

This qualification is designed for individuals seeking to demonstrate their competence in the installation of personal fall protection systems. It validates the candidate's knowledge, skills, and ability to plan, prepare, install, and inspect the completed installation of the fall protection to ensure it is safe to use and meets required standards and regulations.

This qualification is aimed at professionals who is a:

- Personal Fall Protection Technician who installs, monitors and maintains personal fall protection systems

## What does it cover?

Candidates will be assessed on their ability to:

- Select the required personal fall protection system to use
- Plan and prepare to install the personal fall protection system.
- Identify suitable anchor points and the correct fixings to install a personal fall protection system to a structure
- Install, set up and inspect the installed personal fall protection system
- Test the fixings used in the workplace
- Complete all required documentation for the work carried out

In addition, candidates must demonstrate:

- Awareness of health and safety regulations relevant to the installation of personal fall protection systems
- Ability to communicate effectively with colleagues and customers.
- Ability to follow company policies and procedures and complete required documentation

## – Assessors

All assessors must:

- Be competent in the installation and commissioning of personal fall protection systems as well as being able to use mobile elevated working platforms (MEWP).
- Hold a relevant national Assessor qualification (e.g. Level 3 Certificate in Assessing Vocational Achievement).

## • Qualification Structure

- This is a Level 3 qualification that is made up of mandatory and optional units, although some units may be set at different levels depending on their complexity.

| <b>Mandatory units</b>  |  |              |               |
|---|--|--------------|---------------|
| <b>Unit Ref</b>   | <b>Unit title</b>  | <b>Level</b> | <b>Credit</b> |
| H/651/8028  | Conforming to general health, safety and welfare in the workplace                            | 1            | 2             |
| 641v1   |  |              |               |
| H/651/7904  | Conforming to productive working practices in the workplace                                  | 2            | 3             |
| 642v1   |  |              |               |
| H/651/7911  | Moving, handling and storing resources in the workplace                                      | 2            | 5             |
| 643v1   |  |              |               |
| D/651/2356  | Confirming work activities and resources for an occupational work area in the workplace      | 3            | 10            |
| 209v2   |  |              |               |
| F/651/2357  | Developing and maintaining good occupational working relationships in the workplace          | 3            | 8             |
| 210v2   |  |              |               |
| F/651/8027  | Confirming the occupational method of work in the workplace                                  | 3            | 11            |
| 211v2   |  |              |               |
| A/617/8485  | Monitoring progress of work against schedules in the workplace                               | 3            | 10            |
| 215v3   |  |              |               |
| L/650/5222  | Utilising the provision of fall protection systems in the workplace                          | 2            | 17            |
| 252v2   |  |              |               |
| T/651/8277  | Installing and setting up fall protection systems in the workplace                           | 2            | 19            |
| 262v2   |  |              |               |
| A/651/7911  | Installing construction anchors in the workplace   | 3            | 17            |
| 802v1   |  |              |               |
| M/651/8329  | Site testing of construction fixings in the workplace  | 3            | 16            |
| 803v1   |  |              |               |
| <b>Optional units – at least one of the units needs to be taken</b> |  |              |               |
| T/651/7908  | Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace | 2            | 12            |
| 392Av3  |  |              |               |
| K/651/8048  | Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace    | 2            | 14            |
| 392Bv3  |  |              |               |

### **What is required from candidates?**

To successfully achieve this qualification, individuals must complete all of the 11 mandatory units within this qualification as well as one unit from the group of optional units. The candidate needs to achieve a minimum of 12 units in total to achieve this qualification.

The qualification carries a **minimum credit value of 130 credits**, reflecting the scope of knowledge and practical skills involved in this type of work. The **minimum Total Qualification Time (TQT)** is **1170 hours**, with **691 hours** allocated to **Guided Learning**, where candidates receive direct instruction or supervision.

## Assessment Guidance:

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

### Types of evidence:

Evidence of knowledge is required to achieve this qualification and can be demonstrated through a variety of methods. These may include responses to oral or written questions, assignments, or professional discussions that explore the candidate's understanding of key concepts and procedures.

In addition to demonstrating underpinning knowledge, candidates will also be assessed through practical activities. These assessments are designed to confirm that the candidate can apply their skills effectively in the workplace.

Examples of practical assessment may include:

- Preparing the work area and materials in line with safety regulations.
- Moving, handling and storing resources safely
- Identifying suitable anchor points and installing the appropriate fixings
- Installing the required personal fall protection system, inspecting and testing the installed system
- Completing all required documentation throughout the installation process

Both knowledge and practical assessments are required to be completed in accordance with the qualification's requirements to ensure the candidate can demonstrate their level of competence in all aspects of the installation of personal fall protection systems.

Suggested sources of evidence are shown above; these can be supplemented by workplace documentation, for example:

|                                      |                                    |
|--------------------------------------|------------------------------------|
| Risk assessments / Method statements | Notes and memos                    |
| Job records                          | Telephone/e-mail records           |
| Training record                      | Customer and colleague feedback    |
| Audio evidence                       | Records of equipment and materials |
| Witness testimonies                  | Work records                       |
| Photographic/ video evidence         |                                    |

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

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

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

## 1. Ensuring fair and accessible assessment

All candidates must have equal access to fair and valid assessment. This may involve making reasonable adjustments to standard assessment methods for candidates who have specific needs or particular assessment requirements. Assessment should be flexible enough to accommodate different working patterns, so that no candidate is disadvantaged by the structure or timing of the assessment. For example, if a candidate is unable to provide oral or written responses due to a specific need, they may be permitted to use their usual method of communication—such as assistive technology or alternative formats—as an appropriate substitute

All reasonable adjustments must be approved by GQA before implementation using the Request for Candidate Reasonable Adjustment process.

## 2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and/or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. The Centre Approval process is carried out by a GQA approved EQA who will assess the organisation's suitability to become a GQA Approved Centre. Each Centre must maintain a centre file, either digitally or paper-based, which should contain all information, policies and procedures relating to the delivery of GQA's Qualifications.

It is important to be clear about what the steps in the assessment process are:

1. Plan evidence collection and opportunities for assessment
2. Collect evidence
3. Judge evidence
4. Determine whether sufficient evidence has been presented
5. Make an assessment decision and give feedback to the candidate

**NB Any deviation from the normal assessment process must be approved by a GQA EQA**

## 2.2 Assessors and Internal Quality Assurers' requirements for working on GQA's Qualifications

### – Assessors

All assessors must:

- Be competent in the installation of lightning protection systems and the use of access equipment, fall protection systems and mobile elevated working platforms (MEWPs)
- Hold a relevant national Assessor qualification (e.g. Level 3 Certificate in Assessing Vocational Achievement).

## 2.2 Assessors and Verifiers

- **Internal Quality Assurers (IQAs)**

Internal Verifiers are responsible for maintaining the quality and consistency of assessment within a centre. They must:

- Have a relevant or related occupational background.
- Hold the national Internal Quality Assurer qualification (e.g. Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice).

- **External Quality Assurers (EQAs)**

EQAs ensure standardisation and consistency of assessment across:

- Centres
- Qualifications and units of credit
- Duration of qualifications

EQAs must:

- Have a relevant or related occupational background.
- Be competent in external quality assurance.
- Hold the national EQA qualification (e.g. Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice).

GQA is responsible for the approval and licensing of all individuals involved in the assessment and verification of its qualifications and units of credit.

- **Provisional Licensing**

Individuals who are working towards the Assessor or Internal Verifier qualifications may be granted a provisional licence. However:

- A fully qualified and GQA licensed assessor must confirm their assessment decisions
- Internal quality assurance decisions must be confirmed by a fully qualified and GQA licenced Internal Quality Assurer.
- The confirming individual must not hold a dual role (e.g. assessor and verifier) for the same candidate.

- **Continuing Professional Development (CPD)**

All GQA-approved Assessors and Internal Quality Assurers must:

- Complete a minimum of two significant CPD activities annually in both:
  - Their occupational area
  - Assessment and verification practice
- Maintain reflective CPD records, which must be made available to GQA External Quality Assurers for review when requested.
-

## Centre Approval, Monitoring Reviews and External Quality Assurance

- **Centre Recognition and Approval Process**

The centre recognition and approval process marks the beginning of a key phase in GQA's quality assurance system. It ensures that centres are capable of delivering GQA's qualifications and/or units of credit to the required standards.

- **Initial Approval**

- The process begins with a review by a GQA External Quality Assurer (EQA), who will evaluate the centre's policies and procedures and their capability and capacity to deliver qualifications effectively to the required.
- Centres must meet the relevant regulatory authority criteria before approval is granted.
- Ongoing compliance will be monitored through regular EQA visits, which are recommended to be carried out at least every six months. For new centres, this may initially be once a quarter.

- **Multi-Site**

- Centres operating across multiple sites may be subject to quarterly or more frequent EQA reviews.
- This ensures that all locations meet national standards consistently.

- **Supporting Small Companies and Young Workers**

GQA Qualifications is committed to ensuring that small companies and young workers are not disadvantaged by barriers in assessment or internal quality assurance. In such cases:

- GQA will apply enhanced quality assurance procedures to maintain the credibility and rigour of competence outcomes.
- These procedures ensure that qualifications remain valid and respected within the occupational sector.

- **Enhanced Quality Assurance Measures**

To ensure consistency and reliability of assessment and verification, the following measures will be applied:

- High-level sampling of assessment decisions
  - In some cases, EQAs may visit each assessment location and individual candidates, especially where candidates are dispersed across small companies or government-funded programmes.
- Detailed scrutiny of assessment plans, materials, and records
  - EQAs will review the quality and relevance of documentation used in assessment.
- Targeted centre guidance for SMEs and partnerships
  - Guidance will support the successful implementation of qualifications, including expectations for valid, authentic, and transferable evidence.
- Compliance with assessment strategies and codes of practice
  - Centres must follow all applicable requirements to maintain approval.

- Identification and sharing of good practice
  - GQA will highlight examples of effective delivery and assessment to support continuous improvement across centres.

### 3. Qualification / Unit of Credit Candidates

- **Registration**

- All candidates must be registered with a GQA-recognised or approved centre.
- The centre is responsible for maintaining accurate personal details for each candidate, which may be required for external audits and quality assurance purposes.

- **Assessment Preparation and Support**

The centre will:

- Provide candidates with advice and guidance on how to prepare for their assessments.
- Assign a qualified assessor who will evaluate the candidate's ability to meet the requirements of the relevant qualification or unit of credit.

- **Candidate Responsibilities**

It is the candidate's responsibility to demonstrate competence. To do this, they must:

- Consistently meet all assessment criteria for the qualification or unit of credit.
- Provide workplace evidence showing they can perform competently in all required contexts.
- Demonstrate knowledge and understanding, even in areas where direct workplace evidence is not available.

### 4. Evidence Requirements

Candidates must submit quality evidence in a format that enables:

- The Assessor to make a valid and reliable judgement.
- The Internal Verifier to audit and verify the Assessor's decision.

Evidence must be:

- **Valid** – directly related to the criteria
- **Authentic** – clearly the candidate's own work
- **Sufficient** – enough to fully meet the criteria
- **Current** – reflects recent performance

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Quality Assurer to audit/verify their decisions.

## 5. Awarding Qualifications and Unit of Credit

A qualification or unit of credit is awarded when a candidate has successfully achieved all the required outcomes as defined in the qualification structure.

### • Qualification Structure

- Each qualification outlines a specific combination of units that must be completed.
- Candidates may also be awarded Certificates of Unit Credit for achieving one or more individual units, even if the full qualification is not yet completed.

### • Evidence requirements

Assessment is based primarily on performance evidence—what the candidate can do—rather than solely on what they know.

- Each qualification or unit of credit includes:
  - Assessment criteria that define the required skills and knowledge.
  - Contextual requirements that specify where and how competence must be demonstrated.

### • Assessor's Role

Assessors are responsible for:

- Judging each item of evidence against the qualification or unit requirements.
- Ensuring that evidence is:
  - **Authentic** – produced by the candidate
  - **Relevant** – meets the criteria
  - **Tailored** – aligns with the required work setting
  - **Knowledge-based** – demonstrates understanding where direct performance evidence is not available

GQA recommends a holistic approach to assessment, where evidence is judged across multiple criteria and units, rather than collecting separate items for each criterion. This avoids unnecessary duplication and supports more efficient and meaningful assessment.

When assessing a candidate's evidence, the assessor must make a judgment about its quality and relevance. Each item of evidence should be evaluated to determine whether it is:

- **Authentic** – genuinely produced by the candidate.
- **Valid** – meets the specific criteria set out in the qualification or unit.
- **Tailored** – relates appropriately to the working environment defined within the qualification.
- **Knowledge-based** – demonstrates that the candidate possesses the necessary underpinning knowledge.

In addition to evaluating individual pieces of evidence, the assessor must also consider the overall picture of the candidate's level of competence. This involves reviewing all available evidence to decide whether:

- The evidence covers all required learning outcomes and assessment criteria.
- The candidate has shown **consistency** in their performance across different tasks and over time.
- There is **sufficient evidence** to confidently infer that the candidate is competent.

The candidate's competence is judged using one of three outcomes:

- **Yes** – the candidate is competent.
- **No** – the candidate is not yet competent.
- **Insufficient evidence** – more evidence is needed before a decision can be made.

Practical assessment plays a key role in confirming competence. This may include observing the candidate installing lighting protection systems, preparing materials and workspaces, following health and safety procedures, or completing post-installation checks. These activities should reflect real working conditions and demonstrate the candidate's ability to apply their skills reliably.

Consistency is a critical factor. It means the candidate can perform to the required standard not just once, but repeatedly, across a range of tasks and situations relevant to their role. Assessors must use their professional judgement to determine whether the evidence reflects sustained performance over a suitable period. Evidence gathered from a single assessment visit on its own is unlikely to be sufficient to confirm consistency.

### **Understanding Performance Evidence in Assessment**

Performance evidence is the proof that a candidate can meet the required standards in practice. This can take two main forms:

- **Product Evidence:** This is the tangible output that the candidate produces during their work. Examples include completed installations, documentation, or reports. These products can be physically inspected, and the candidate may be asked questions about how they were created or why certain decisions were made.
- **Process Evidence:** This focuses on *how* the candidate achieves the outcome. It involves observing the candidate in action — for example, how they check the quality of their work, follow safety procedures, or handle customer complaints. This type of evidence helps assessors understand the candidate's approach and decision-making in real-time.

To make a fair and objective judgement, the assessor must determine whether there is sufficient evidence to show that the candidate can consistently meet the standards set out in the qualification or unit. This includes judging that the evidence:

- Covers all of the required performance outcomes.
- Demonstrates consistent and competent performance.
- Is adequate to support a reliable judgement of competence.

Performance evidence will usually support multiple outcomes across different units. Therefore, the assessor needs to plan evidence collection effectively, focusing on activities that naturally align with the requirements of the qualification. Assessors should look for opportunities in the candidate's normal work routine to plan a holistic assessment in order to gather evidence that applies to several units at once.

There are different sources of performance evidence:

- **Naturally Occurring Evidence:** This is produced during the candidate's regular work activities. It is typically high-quality, reliable, and cost-effective to collect.
- **Prior Achievement:** Candidates may present evidence from previous roles or experiences. This can be accepted if the assessor is confident that it still reflects current competence and meets the required standards.
- **Simulated Evidence:** This is generated in controlled or artificial scenarios designed to replicate real-life situations. While simulation is generally not accepted, it may be used in specific cases where real-world evidence is impractical to obtain — such as:
  - Responding to emergencies
  - Handling accidents
  - Performing certain procedures that cannot be safely or realistically carried out in the workplace

Consistency is key. The candidate must demonstrate that they can perform to the required standard reliably over time and across different situations. Evidence from a single assessment visit on its own is unlikely to be enough to confirm this. Assessors must use their professional judgement to determine whether the evidence reflects sustained and repeatable performance.

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

#### **Knowledge Evidence in Assessment**

Competence requires more than just performing tasks correctly — it also involves understanding *how* and *why* those tasks are carried out. While performance evidence shows what a candidate can do, it does not always demonstrate the depth of their knowledge or understanding of the process behind their actions.

Each qualification or unit outlines the specific knowledge a candidate must apply to perform a task competently. In some cases, performance evidence may suggest that the candidate understands the process — for example, through the choices they make or the methods they use. However, if this is not clear, or if the assessor is unsure, it may be necessary to assess the candidate's knowledge separately.

A separate knowledge assessment can be carried out through:

- Oral questioning
- Written tests or assignments
- Professional discussions

These methods help confirm that the candidate understands the principles, procedures, and reasoning behind their actions. Assessors must ensure that these assessments are appropriate for the candidate's role and provide sufficient coverage of the required knowledge.

Knowledge evidence should be used to support performance evidence — not replace it. It helps assessors judge the quality and reliability of the candidate’s practical work, but it cannot be used on its own to confirm competence. All knowledge evidence must be auditable and verifiable, meaning it should be clearly recorded and traceable for review.

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

# Candidate Declaration

|                  |  |
|------------------|--|
| Candidate's name |  |
| Assessor's name  |  |
| Centre Name      |  |

## Candidate Acknowledgement

I confirm that I have received a copy of the GQA Qualification Booklet or have been made aware of this information in my digital e-portfolio. I understand that the unit structure outlines which units must be completed to achieve the qualification, and that each unit contains specific requirements I must meet.

I recognise my role in working with my assessor in preparing for and planning assessments. With guidance from my Assessor, I will take responsibility for collecting and recording relevant evidence to support my progress.

I have been informed of the appeals process and understand that I have the right to appeal any part of the assessment if I believe it has not been conducted fairly.

I also acknowledge that all assessments will be carried out in accordance with the centre's Equal Opportunities and Fair Assessment Policy.

|                       |  |
|-----------------------|--|
| Candidate's signature |  |
| Date signed           |  |

|            |   |         |           |
|------------|---|---------|-----------|
| H/651/8028 | Conforming to general health, safety and welfare in the workplace | Level 1 | 2 Credits |
| 641v1      |   |         |           |

The aim of this unit is to provide learners with the knowledge and skills to be able to follow company policies and procedures relating to health and safety and to carry out their work in a safe manner.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
|---|--|------------------|--|--|
| 1. Comply with all workplace health, safety and welfare legislation requirements. | 1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.   |                  |  |  |
|   | 1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.   |                  |  |  |
|   | 1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.   |                  |  |  |
|   | 1.4 State why and when health and safety control equipment. Identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general environment, in relation to: <ul style="list-style-type: none"> <li>– Collective protective measures</li> <li>– Personal Protective Equipment (PPE)</li> <li>– Respiratory Protective Equipment (RPE)</li> <li>– Local Exhaust Ventilation (LEV)</li> </ul> |                  |  |  |
|   | 1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.   |                  |  |  |
|   | 1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.   |                  |  |  |
|   | 1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.   |                  |  |  |
|   | 1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.  |                  |  |  |

| Title:   | Conforming to general health, safety and welfare in the workplace   |                  |  |  |
|--|---|------------------|--|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:   | Evidence Ref No. |  |  |
| 2. Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures | 2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.   |                  |  |  |
|  | 2.2 List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities. |                  |  |  |
|  | 2.3 List the current Health and Safety Executive top ten safety risks.  |                  |  |  |
|  | 2.4 List the current Health and Safety Executive top five health risks.   |                  |  |  |
|  | 2.5 State how changing circumstances within the workplace could cause hazards.  |                  |  |  |
|  | 2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.   |                  |  |  |
| 3. Comply with organisational policies and procedures to contribute to health, safety and welfare.   | 3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.  |                  |  |  |
|  | 3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.  |                  |  |  |
|  | 3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.  |                  |  |  |
|  | 3.4 Safely store health and safety control equipment in accordance with given instructions.   |                  |  |  |
|  | 3.5 Dispose of waste and/or consumable items in accordance with legislation.  |                  |  |  |
|  | 3.7 State the appropriate types of fire extinguishers relevant to the work.   |                  |  |  |
|  | 3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.   |                  |  |  |

| Title:  | Conforming to general health, safety and welfare in the workplace |  |                  |  |
|---|---|--|------------------|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:                             |  | Evidence Ref No. |  |
| 4. Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area. | 4.1   | Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.  |                  |  |
|   | 4.2   | State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare in relation to: <ul style="list-style-type: none"> <li>– Recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– Contribute to discussions and providing feedback</li> <li>– Reporting changed circumstances and incidents in the workplace</li> <li>– Complying with the environmental requirements of the workplace</li> </ul> |                  |  |
|   | 4.3   | Give examples of how the behaviour and actions of individuals could affect others within the workplace.  |                  |  |
| 5. Comply with and support all organisational security arrangements and approved procedures.  | 5.1   | Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>– During the working day</li> <li>– On completion of the day's work</li> <li>– For unauthorised personnel ( other operatives and the general public)</li> <li>– For theft</li> </ul>  |                  |  |
|   | 5.2   | State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.  |                  |  |

H/651/7904

Conforming to productive working practices in the workplace

Level 2

3 Credits

642v2

This unit aims to develop the learner's ability to work productively within the construction environment by fostering effective communication, planning, record-keeping, and collaborative working practices. It supports learners in understanding and applying organisational procedures, maintaining accurate documentation, and promoting equality and diversity in the workplace. The unit also encourages learners to contribute to sustainable practices and maintain positive working relationships to enhance overall productivity.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
|---|--|------------------|--|--|
| 1. Communicate with others to establish productive work practices.            | 1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.  |                  |  |  |
|   | 1.2 Describe the different methods of communicating with line management, colleagues and customers.  |                  |  |  |
|   | 1.3 Describe how to use different methods of communication to ensure that the work carried out is productive.  |                  |  |  |
| 2. Follow organisational procedures to plan the sequence of work.             | 2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work.   |                  |  |  |
|   | 2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.   |                  |  |  |
|   | 2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>– using resources for own and other's work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions.</li> </ul> |                  |  |  |
|   | 2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.  |                  |  |  |
| 3. Maintain relevant records in accordance with the organisational procedures | 3.1 Complete relevant documentation according to the occupation as required by the organisation.   |                  |  |  |
|   | 3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets.</li> </ul>   |                  |  |  |

| <b>Title:</b>                              |  | <b>Conforming to productive working practices in the workplace</b> |   |                         |
|--|--|--|---|-------------------------|
| <b>Learning outcome. The learner will:</b> |  | <b>Assessment criteria. The learner can:</b>                       |   | <b>Evidence Ref No.</b> |
| 3.   | Maintain relevant records in accordance with the organisational procedures           | 3.3  | Explain the reasons for ensuring documentation is completed clearly and within given timescales.  |                         |
| 4.   | Maintain good working relationships when conforming to productive working practices. | 4.1  | Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.  |                         |
|  |  | 4.2  | Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.   |                         |
|  |  | 4.3  | Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations.</li> </ul> |                         |
|  |  | 4.4  | Describe why it is important to work effectively with line management, colleagues and customers.  |                         |
|  |  | 4.5  | Describe how working relationships could have an effect on productive working.  |                         |
|  |  | 4.6  | Describe how to apply principles of equality and diversity when communicating and working with others.  |                         |

H/651/7911

Moving, handling and storing resources in the workplace

Level 2

5 Credits

643v1

This unit aims to equip learners with the knowledge and practical skills required to move, handle, and store resources safely and efficiently within the construction workplace. It covers compliance with given information, relevant legislation, and organisational procedures, while promoting safe working practices, environmental protection, and effective use of lifting aids and equipment. Learners will also develop the ability to select appropriate resources, prevent damage, maintain a clean and secure work environment, and complete tasks within allocated timeframes.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:   | Evidence Ref No. |  |  |
|---|---|------------------|--|--|
| 1. Comply with given information when moving, handling and/or storing resources.                                      | 1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.   |                  |  |  |
|   | 1.2 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.  |                  |  |  |
|   | 1.3 Interpret the given information relating to the use and storage of lifting aids and equipment.  |                  |  |  |
|   | 1.4 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.   |                  |  |  |
|   | 1.5 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.  |                  |  |  |
| 2. Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources. | 2.1 Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>— in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> |                  |  |  |
|   | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.   |                  |  |  |
|   | 2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.   |                  |  |  |
|   | 2.4 State the appropriate types of fire extinguishers relevant to the work.   |                  |  |  |
|   | 2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.   |                  |  |  |

| Title:   | Moving, handling and storing resources in the workplace   |  |                  |  |
|--|---|--|------------------|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:   |  | Evidence Ref No. |  |
| 3. Maintain safe working practices when moving, handling and/or storing resources.   | 3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.   |  |                  |  |
|  | 3.2 Use lifting aids safely as appropriate to the work.   |  |                  |  |
|  | 3.3 Protect the environment in accordance with safe working practices as appropriate to the work.   |  |                  |  |
|  | 3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling <b>and/or</b> storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> |  |                  |  |
|  | 3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.   |  |                  |  |
|  | 3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.  |  |                  |  |
| 4. Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources | 4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work.   |  |                  |  |
|  | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> <li>– lifting and handling aids</li> <li>– container(s)</li> <li>– fixing, holding and securing systems.</li> </ul>  |  |                  |  |
|  | 4.3 Describe how the resources should be handled and how any problems associated with the resources are reported.   |  |                  |  |

| Title:   | Moving, handling and storing resources in the workplace   |  |                  |  |
|--|---|--|------------------|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:   |  | Evidence Ref No. |  |
| 4. Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources | 4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.  |  |                  |  |
|  | 4.5 Describe any potential hazards associated with the resources and methods of work.   |  |                  |  |
| 5. Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.  | 5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.  |  |                  |  |
|  | 5.2 Dispose of waste and packaging in accordance with legislation.  |  |                  |  |
|  | 5.3 Maintain a clean work space when moving, handling or storing resources.   |  |                  |  |
|  | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.   |  |                  |  |
|  | 5.5 Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.   |  |                  |  |
| 6. Complete the work within the allocated time when moving, handling and/or storing resources.                                       | 6.1 Demonstrate completion of the work within the allocated time.   |  |                  |  |
|  | 6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> |  |                  |  |
| 7. Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.          | 7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul>   |  |                  |  |

| Title:  | Moving, handling and storing resources in the workplace  |                  |  |  |
|---|--|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
| 7. Comply with the given occupational resource information to move, handle and/or store resources to the required guidance. | 7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul> |                  |  |  |
|   | 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.  |                  |  |  |
|   | 7.4 Describe the needs of other occupations when moving, handling and/or storing resources.  |                  |  |  |

|                     |   |         |            |
|---------------------|---|---------|------------|
| D/651/2356<br>209v2 | Confirming work activities and resources for an occupational work area in the workplace | Level 3 | 10 Credits |
|---------------------|---|---------|------------|

This unit aims to develop the learner’s knowledge and skills to effectively plan, evaluate, and adapt work activities and resource requirements within an occupational work area. It enables learners to identify and sequence tasks, assess and obtain necessary resources, respond to changing circumstances, and consider environmental impacts such as zero and low carbon requirements. Learners will also gain the skills to communicate effectively with decision-makers and other stakeholders to ensure work programmes align with project requirements and external factors.

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

| Title:   | Confirming work activities and resources for an occupational work area in the workplace  |  |  |                  |  |
|--|--|--|--|------------------|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:  |  |  | Evidence Ref No. |  |
| 3. Evaluate the work activities and the requirements of any significant external factors against the project requirements. | 3.3 Evaluate the requirements of significant external factors that could affect the progress of work in relation to: <ul style="list-style-type: none"> <li>– Other related programmes</li> <li>– Special working conditions</li> <li>– Weather conditions</li> <li>– Other occupations/people</li> <li>– Resources</li> <li>– Health and safety requirements</li> </ul> |  |  |                  |  |
| 4. Identify work activities which influence each other and make the best use of the resources available.                   | 4.1 Determine work activities that have an influence on each other.  |  |  |                  |  |
|  | 4.2 Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> <li>– Occupations and/or customers associated with the work</li> <li>– Tools, plant, and/or ancillary equipment</li> <li>– materials and components</li> </ul>  |  |  |                  |  |
|  | 4.3 Explain different methods and sources that can identify which work activities influence each other.  |  |  |                  |  |
|  | 4.4 Describe how to determine the sequence of work activities and how long each work activity will take.   |  |  |                  |  |
|  | 4.5 Describe what zero and low carbon requirements are.  |  |  |                  |  |
|  | 4.6 Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.   |  |  |                  |  |
| 5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers        | 5.1 Evaluate project progress against the work programme to identify any changed circumstances.  |  |  |                  |  |
|  | 5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme.  |  |  |                  |  |
|  | 5.3 Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements  |  |  |                  |  |
|  | 5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme.   |  |  |                  |  |
|  | 5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.  |  |  |                  |  |

F/651/2357

**Developing and maintaining good occupational working relationships in the workplace**

Level 3

8 Credits

210v2

This unit aims to equip learners with the skills and knowledge required to develop, maintain, and promote effective working relationships in the workplace. It focuses on communication, collaboration, and interpersonal skills that foster goodwill, trust, and respect among colleagues and stakeholders. Learners will learn to share information appropriately, offer advice, resolve differences constructively, and apply principles of equality and diversity to support inclusive and productive work environments.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:   | Evidence Ref No. |  |  |
|---|---|------------------|--|--|
| 1. Develop, maintain and encourage working relationships to promote goodwill and trust.                                   | 1.1 Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.   |                  |  |  |
|   | 1.2 Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.  |                  |  |  |
|   | 1.3 Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.  |                  |  |  |
|   | 1.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.  |                  |  |  |
| 2. Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency. | 2.1 Communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> <li>– Appropriate timescales</li> <li>– Health and safety requirements</li> <li>– Coordination of work procedures</li> </ul>  |                  |  |  |
|   | 2.2 Explain the different methods and techniques used to inform relevant people about work activities.  |                  |  |  |
|   | 2.3 Explain the effects of not informing relevant people with the expected level of urgency   |                  |  |  |
|   | 2.4 Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> <li>– Colleagues</li> <li>– Employers</li> <li>– Customers</li> <li>– Contractors</li> <li>– Suppliers of products and services</li> <li>– Other people affected by the work/project</li> </ul> |                  |  |  |

| Title:   | Developing and maintaining good occupational working relationships in the workplace |  |                  |  |  |
|--|---|--|------------------|--|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:   |  | Evidence Ref No. |  |  |
| 3. Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments. | 3.1   | Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.   |                  |  |  |
|  | 3.2   | Explain the techniques of encouraging questions and/or requests for clarification and comments.  |                  |  |  |
|  | 3.3   | Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> <li>– Progress</li> <li>– Results</li> <li>– Achievements</li> <li>– Occupational problems</li> <li>– Occupational opportunities</li> <li>– Health and safety requirements</li> <li>– Coordinated work</li> </ul> |                  |  |  |
| 4. Clarify proposals with relevant people and discuss alternative suggestions.   | 4.1   | Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.  |                  |  |  |
|  | 4.2   | Explain the methods of clarifying alternative proposals with relevant people.  |                  |  |  |
|  | 4.3   | Explain the methods of suggesting alternative proposals.   |                  |  |  |
| 5. Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.                          | 5.1   | Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.  |                  |  |  |
|  | 5.2   | Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.   |                  |  |  |

F/651/8027

**Confirming the occupational method of work  
in the workplace**

Level 3

11 Credits

211v2

This unit aims to provide learners with the knowledge and skills to assess project data and confirm appropriate occupational work methods that meet project, statutory, and contractual requirements. Learners will learn to interpret technical information, identify efficient work methods, obtain additional data when necessary, and communicate selected approaches effectively. The unit also promotes environmental awareness, including zero and low carbon outcomes, and encourages inclusive communication practices aligned with equality and diversity principles.

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

| Title:  | Confirming the occupational method of work in the workplace |   |                  |  |  |
|---|---|---|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:                       |   | Evidence Ref No. |  |  |
| 3. Identify work methods that will make best use of resources and meet project, statutory and contractual requirements. | 3.1   | Examine potential work methods to carry out the occupational work activity.   |                  |  |  |
|   | 3.2   | Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.  |                  |  |  |
|   | 3.3   | Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: <ul style="list-style-type: none"> <li>– Health, safety and welfare ( principles of protection)</li> <li>– Fire protection</li> <li>– Access and egress</li> <li>– Equipment availability</li> <li>– Availability of a competent workforce</li> <li>– Pollution risk</li> <li>– Waste and disposal</li> <li>– Zero and low carbon outcomes</li> <li>– Weather conditions</li> </ul> |                  |  |  |
|   | 3.4   | Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria: <ul style="list-style-type: none"> <li>– Conforming to statutory requirements</li> <li>– Customer and user needs</li> <li>– Contract requirements in terms of time, quantity and quality</li> <li>– Environmental considerations</li> </ul>   |                  |  |  |
| 4. Confirm and communicate the selected work method to relevant personnel.  | 4.1   | Confirm the selected occupational work method that meets project, statutory and contractual requirements.   |                  |  |  |
|   | 4.2   | Communicate appropriately to relevant people on the selected occupational work method.  |                  |  |  |
|   | 4.3   | Describe the different techniques and methods of confirming and communicating work methods to relevant people.  |                  |  |  |
|   | 4.4   | Explain the principles of equality and diversity and how to apply them when working and communicating with others.  |                  |  |  |

A/617/8485

**Monitoring progress of work against schedules  
in the workplace**

Level 3

10 Credits

215v3

This unit aims to develop the learner's ability to monitor and manage the progress of work against planned schedules. It covers techniques for tracking progress, identifying deviations, reporting on resource issues, and implementing corrective actions. Learners will gain the skills to communicate effectively with stakeholders, suggest improvements, and ensure that work programmes are maintained or adjusted to meet project objectives. The unit supports the development of analytical, reporting, and problem-solving skills essential for supervisory and managerial roles in the construction sector.

| <b>Learning outcome. The learner will:</b>  | <b>Assessment criteria. The learner can:</b>   | <b>Evidence Ref No.</b> |  |  |
|---|--|-------------------------|--|--|
| 1. Monitor progress of planned programmes against work schedules                                    | 1.1 Interpret and extract information from: <ul style="list-style-type: none"> <li>– Plans</li> <li>– Drawings and sketches</li> <li>– Specifications</li> <li>– Method statements</li> <li>– Risk assessments</li> <li>– Schedules</li> <li>– Manufacturers' information</li> </ul> |                         |  |  |
|   | 1.2 Record and provide regular reports to the managers on the programmes progress.   |                         |  |  |
|   | 1.3 Describe how to source information from the work schedule.   |                         |  |  |
|   | 1.4 Explain how to monitor and report progress of the planned programme by observation, calculation and measuring.   |                         |  |  |
|   | 1.5 Describe how the methods used to monitor progress, informed the report provided to managers, customers and/or representative, contractors or suppliers.  |                         |  |  |
| 2. Identify, record and report inappropriate specified resources and suggest suitable alternatives. | 2.1 Establish, record and report inappropriate and inadequate resources selected for the project.  |                         |  |  |
|   | 2.2 Advise managers of suitable alternative resources.   |                         |  |  |
|   | 2.3 Give examples of inadequate and inappropriate resources, relating to: <ul style="list-style-type: none"> <li>– people</li> <li>– tools and ancillary equipment</li> <li>– materials</li> <li>– time</li> <li>– information.</li> </ul>   |                         |  |  |
|   | 2.4 Describe how to identify and record inadequate or inappropriate resources relating to people, tools and ancillary equipment, materials, time and information.  |                         |  |  |

| Title:  | Monitoring progress of work against schedules in the workplace   |                  |  |  |
|---|--|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
| 2. Identify, record and report inappropriate specified resources and suggest suitable alternatives.                     | 2.5 Explain the different methods and techniques used to inform managers about inadequate or inappropriate resources.  |                  |  |  |
|   | 2.6 Explain the organisational procedure for suggesting and specifying alternative resources.  |                  |  |  |
| 3. Identify and quantify deviations from planned progress which have or may occur, and which could alter the programme. | 3.1 Determine and analyse work completed or projected work to be done.   |                  |  |  |
|   | 3.2 Compare work completed or projected work against given schedules to identify deviations relative to the project plan.  |                  |  |  |
|   | 3.3 Record and report identified and quantified deviations or confirm programme is on schedule.  |                  |  |  |
|   | 3.4 Explain the methods that can be used to identify, record and report deviations from planned progress, in relation to: <ul style="list-style-type: none"> <li>– resource shortages</li> <li>– design problems and constraints</li> <li>– lack of essential construction information</li> <li>– construction errors</li> <li>– adverse weather</li> <li>– physical (workplace) constraints.</li> </ul> |                  |  |  |
|   | 3.5 Describe how any deviations from the planned progress could alter the programme, in relation to: <ul style="list-style-type: none"> <li>– action lists</li> <li>– method statements</li> <li>– work costs.</li> </ul>  |                  |  |  |
|   | 3.6 Explain how to quantify any deviations from planned progress in regards to the methods of work and any implication on resources.   |                  |  |  |
| 4. Confirm the circumstances of any deviations, seek advice and implement appropriate corrective actions.               | 4.1 Analyse, record and report the corrective actions required to maintain the project schedule.   |                  |  |  |
|   | 4.2 Seek advice, plan and implement agreed corrective actions.   |                  |  |  |
|   | 4.3 Describe the methods used to confirm the circumstances of any deviations   |                  |  |  |

| Title:  | Monitoring progress of work against schedules in the workplace   |                  |  |  |
|---|--|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
| 4. Confirm the circumstances of any deviations, seek advice and implement appropriate corrective actions. | 4.4 Explain how to seek advice, plan and implement corrective actions in circumstances of any deviations, in relation to: <ul style="list-style-type: none"> <li>– restoring progress in accordance with agreed programme</li> <li>– agreeing new completion dates</li> <li>– securing additional resources</li> <li>– altering planned work.</li> </ul> |                  |  |  |
| 5. Identify and report options which may help the contract progress.                                      | 5.1 Establish and record suitable options to the work schedule which are likely to help the contract's progress.   |                  |  |  |
|   | 5.2 Report the identified options that can assist contractual progress.  |                  |  |  |
|   | 5.3 Explain how to record and report the options which are most likely to help the contract progress including recommendations for changes and resource needs relating to people, tools and ancillary equipment, materials, time and information.  |                  |  |  |
|   | 5.4 Describe the different methods and techniques used to communicate information about the projects progress to line management, customer and/or representative and suppliers.  |                  |  |  |
| 6. Report progress, any changes to the operational programme and resource needs                           | 6.1 Collect and confirm information on the project's progress against project specifications.  |                  |  |  |
|   | 6.2 Report project progress and recommended options for changes and resource needs.  |                  |  |  |
|   | 6.3 Describe how to inform line management, customer and/or representatives, contractors and suppliers on the actions needed to be taken to maintain or improve project progress.  |                  |  |  |
|   | 6.4 Explain why and when line management, customer and/or representatives, contractors and suppliers should be informed about progress, any changes to the operational programme and resource needs, relating to people, tools and ancillary equipment, materials, time and information, which could help advance the contract's progress.               |                  |  |  |

L/650/5222

**Utilising the provision of fall protection systems  
in the workplace**

Level 2

17 Credits

252v2

This unit aims to provide learners with the knowledge and practical skills required to safely and effectively utilise fall protection systems in the workplace. It covers interpreting technical information, complying with legislation and organisational procedures, selecting and using appropriate resources, maintaining safe working practices, and completing tasks to specification and within allocated timeframes. Learners will also understand how to minimise risks, protect the work environment, and communicate effectively with others while working at height.

| <b>Learning outcome. The learner will:</b>   | <b>Assessment criteria. The learner can:</b>  | <b>Evidence Ref No.</b> |  |  |
|--|---|-------------------------|--|--|
| 5. Interpret the given information relating to the work and resources when utilising the provision of fall protection systems. | 1.1 Interpret and extract information from: <ul style="list-style-type: none"> <li>– Plans</li> <li>– Drawings and sketches</li> <li>– Specifications</li> <li>– Method statements</li> <li>– Risk assessments</li> <li>– Schedules</li> <li>– Manufacturers' information</li> </ul>  |                         |  |  |
|  | 1.2 Comply with information and/or instructions derived from risk assessments and method statements.  |                         |  |  |
|  | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.   |                         |  |  |
|  | 1.4 Describe different types of information, their sources and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– Plans</li> <li>– Drawings</li> <li>– Specifications</li> <li>– Method statements</li> <li>– Risk assessment</li> <li>– Schedules</li> <li>– Manufacturers' information</li> <li>– Regulations</li> <li>– Official guidelines</li> </ul>  |                         |  |  |
| 3. Know how to comply with relevant legislation and official guidance when utilising the provision of fall protection systems. | 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– In the workplace</li> <li>– Below ground level</li> <li>– In confined spaces</li> <li>– At height</li> <li>– With tools and equipment</li> <li>– With materials and substances</li> <li>– With the movement and storage of materials by manual handling and mechanical lifting</li> </ul> |                         |  |  |

| Title:  | Utilising the provision of fall protection systems in the workplace   |                  |  |  |
|---|---|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:   | Evidence Ref No. |  |  |
| 2 Know how to comply with relevant legislation and official guidance when utilising the provision of fall protection systems. | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.   |                  |  |  |
| 3 Maintain safe and healthy working practices when utilising the provision of fall protection systems.                        | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements.  |                  |  |  |
|   | 3.2 Demonstrate compliance with given information and relevant legislation in relation to the following: <ul style="list-style-type: none"> <li>– Safe use of access equipment</li> <li>– Safe use, storage and handling of materials, tools and equipment</li> <li>– Specific risks to health</li> </ul>   |                  |  |  |
|   | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, and the types, purpose and limitations of each type, the work situations and general environment in relation to: <ul style="list-style-type: none"> <li>– Collective preventative measures</li> <li>– Personal Protective Equipment</li> <li>– Respiratory Protective Equipment</li> <li>– Local Exhaust Ventilation (LEV)</li> </ul> |                  |  |  |
|   | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.   |                  |  |  |
|   | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> <li>– Fires, spillages and injuries</li> <li>– Other task-related injuries</li> </ul>  |                  |  |  |

| Title:  | Utilising the provision of fall protection systems in the workplace  |                  |  |  |
|---|--|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
| 4. Select the required quantity and quality of resources for the methods of work to utilise provision of fall protection systems. | 4.1 Select resources associated with own work in relation to: <ul style="list-style-type: none"> <li>– Materials and components</li> <li>– Tools and equipment</li> </ul>  |                  |  |  |
|   | 4.2 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– Collective protective equipment</li> <li>– Full body harness and associated personal equipment</li> <li>– Lanyard with and without shock absorbers</li> <li>– Associated hooks, rings and buckles</li> <li>– Hand tools, portable power tools and equipment</li> </ul> |                  |  |  |
|   | 4.3 Describe how to confirm that the resources and materials conform to the specification.   |                  |  |  |
|   | 4.4 Describe how the resources should be used correctly, how problems associated with the resources are reported.  |                  |  |  |
|   | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.   |                  |  |  |
|   | 4.6 Describe any potential hazards associated with the resources and method of work.   |                  |  |  |
|   | 4.7 Describe how to calculate quantity associated with the method and procedure to utilise the provision of fall protection systems.   |                  |  |  |
| 5. Minimise the risk of damage to the work and surrounding area when utilising the provision of fall protection systems           | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.   |                  |  |  |
|   | 5.2 Maintain a clear and tidy workspace.   |                  |  |  |
|   | 5.3 Dispose of waste in accordance with legislation.   |                  |  |  |
|   | 5.4 Describe how to protect work from damage and the purpose of protection in relation to: <ul style="list-style-type: none"> <li>– General workplace practices</li> <li>– Other occupations</li> <li>– Adverse weather conditions</li> </ul>  |                  |  |  |
|   | 5.5 Explain why the disposal of waste should be carried out in accordance with: <ul style="list-style-type: none"> <li>– Environmental responsibilities</li> <li>– Organisational procedures</li> <li>– Manufacturers' information</li> <li>– Statutory regulations</li> <li>– Official guidance</li> </ul>  |                  |  |  |

| Title:  | Utilising the provision of fall protection systems in the workplace   |  |  |                  |  |
|---|---|--|--|------------------|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:   |  |  | Evidence Ref No. |  |
| 6. Complete the work within the allocated time when utilising the provision of fall protection systems. | 6.1 Demonstrate completion of the work within the estimated allocated time.   |  |  |                  |  |
|   | 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– Types of progress charts</li> <li>– Timetables</li> <li>– Estimated times</li> <li>– Organisational procedures for reporting circumstances which will affect the work programme</li> </ul> |  |  |                  |  |

|                     |   |                |                   |
|---------------------|---|----------------|-------------------|
| M/651/8030<br>262v2 | <b>Installing and setting up fall protection systems<br/>in the workplace</b> | <b>Level 2</b> | <b>19 Credits</b> |
|---------------------|---|----------------|-------------------|

This unit aims to provide learners with the knowledge and practical skills required to safely and effectively install and set up fall protection systems in the workplace. It covers interpreting technical and regulatory information, complying with legislation and organisational procedures, selecting and using appropriate resources, and maintaining safe working practices. Learners will also develop the ability to minimise risks, complete work within allocated timeframes, and ensure systems are installed to specification and handed over correctly. The unit supports competence in working at height and contributes to safer construction environments.

| <b>Learning outcome. The learner will:</b>  | <b>Assessment criteria. The learner can:</b>  | <b>Evidence Ref No.</b> |  |  |
|---|---|-------------------------|--|--|
| 1. Interpret the given information relating to the work and resources when installing and setting up fall protection systems. | 1.1 Interpret and extract relevant information from plans, method statements, risk assessments specifications, schedules and manufacturers' information.  |                         |  |  |
|   | 1.2 Comply with information and/or instructions derived from risk assessments and method statement.   |                         |  |  |
|   | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.   |                         |  |  |
|   | 1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– plans, specifications, schedules, method statements, risk assessments, manufacturers' information, permit systems, standards, regulations and official guidance.</li> </ul>   |                         |  |  |
| 2. Know how to comply with relevant legislation and official guidance when installing and setting up fall protection systems. | 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials and by manual handling and mechanical lifting.</li> </ul> |                         |  |  |
|   | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles  |                         |  |  |
|   | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.   |                         |  |  |

| Title:                              |   | Installing and setting up fall protection systems in the workplace |  |                  |
|-------------------------------------|---|--|--|------------------|
| Learning outcome. The learner will: |   | Assessment criteria. The learner can:                              |  | Evidence Ref No. |
| 2.                                  | Know how to comply with relevant legislation and official guidance when installing and setting up fall protection systems.          | 2.4  | Describe the types of fire extinguishers available when installing and setting up fall protection systems and describe how and when they are used  |                  |
| 3.                                  | Maintain safe and healthy working practices when installing and setting up fall protection systems.                                 | 3.1  | Use health and safety control equipment and access equipment and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing and setting up fall protection systems.  |                  |
|                                     |   | 3.2  | Demonstrate compliance with given information and relevant legislation when installing and setting up fall protection systems in relation to the following: <ul style="list-style-type: none"> <li>– methods of work</li> <li>– safe use of health and safety control equipment</li> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials</li> <li>– tools and equipment</li> <li>– specific risks to health</li> </ul>   |                  |
| 4.                                  | Select the required quantity and quality of resources for the methods of work to installing and setting up fall protection systems. | 4.1  | Select resources associated with own work in relation to materials, components, fixings, anchors and ties, tools and equipment   |                  |
|                                     |   | 4.2  | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– support posts</li> <li>– end terminations</li> <li>– tensioners and swage or swageless fittings</li> <li>– steel or synthetic cable</li> <li>– bolts, rivets, toggles, rails.</li> <li>– anchors and ties</li> <li>– fall protection equipment</li> <li>– hand tools, portable power tools and ancillary equipment.</li> </ul> |                  |
|                                     |   | 4.3  | Describe how to confirm that the resources and materials conform to the specification  |                  |

| Title:   | Installing and setting up fall protection systems in the workplace   |                  |  |  |
|--|--|------------------|--|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
| 4. Select the required quantity and quality of resources for the methods of work to installing and setting up fall protection systems. | 4.4 Describe how the resources should be used correctly, how problems associated with the resources are reported   |                  |  |  |
|  | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources  |                  |  |  |
|  | 4.6 Describe any potential hazards associated with the resources and method of work.   |                  |  |  |
|  | 4.7 Describe how to calculate quantity, length and area associated with the method and procedure to install and set up fall protection systems.  |                  |  |  |
| 5. Minimise the risk of damage to the work and surrounding area when installing and setting up fall protection systems.                | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.   |                  |  |  |
|  | 5.2 Maintain a clear and tidy work space.  |                  |  |  |
|  | 5.3 Dispose of waste in accordance with legislation.   |                  |  |  |
|  | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.  |                  |  |  |
|  | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.  |                  |  |  |
| 6. Complete the work within the allocated time when installing and setting up fall protection systems.                                 | 6.1 Demonstrate completion of the work within the allocated time.  |                  |  |  |
|  | 6.2 Demonstrate the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> |                  |  |  |

| Title:  | Installing and setting up fall protection systems in the workplace  |                  |  |  |
|---|---|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:   | Evidence Ref No. |  |  |
| 7. Comply with the given contract information to installing and setting up fall protection systems to the required specification. | 7.1 Demonstrate the following work skills when installing and setting up fall protection systems: <ul style="list-style-type: none"> <li>– measuring, setting out, positioning, installing, fixing, securing, checking and removing.</li> </ul>   |                  |  |  |
|   | 7.2 Use and maintain hand tools, fall protection equipment and access equipment.  |                  |  |  |
|   | 7.3 Install and set up fall protection systems to given working instructions, using recognised anchor points with: <ul style="list-style-type: none"> <li>– secured steelwork structures</li> <li>– wire and rope systems</li> <li>– permanently installed anchorage points</li> <li>– temporarily installed anchorage points.</li> </ul>   |                  |  |  |
|   | 7.4 Complete inspection of installed fall protection systems to ensure compliance with current legislation and standards  |                  |  |  |
|   | 7.5 Complete handover documentation to designated persons   |                  |  |  |
|   | 7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– confirm the area to secure and provide for fall protection anchorage</li> <li>– confirm method to provide fall protection system</li> <li>– select, prepare and install equipment for installation (secured steelwork structures, wire and rope systems, permanent and temporary installed anchorage points)</li> <li>– visually inspect fall protection equipment</li> <li>– install and test anchors and ties</li> <li>– identify the test criteria for fall protection equipment</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– use hand tools and ancillary equipment</li> <li>– work at height</li> <li>– use access equipment.</li> <li>– complete inspection of installed fall protection systems to ensure</li> </ul> |                  |  |  |

| Title:  | Installing and setting up fall protection systems in the workplace  |                  |  |  |
|---|---|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:   | Evidence Ref No. |  |  |
| 7. Comply with the given contract information to installing and setting up fall protection systems to the required specification. | 7.6 Cont.<br>Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– compliance with legislation and standards</li> <li>– complete handover documentation to designated persons</li> </ul> |                  |  |  |
|   | 7.7 Describe the needs of other occupations and how to communicate within a team when installing and setting up fall protection systems.  |                  |  |  |
|   | 7.8 Describe how to maintain the tools, portable power tools ancillary equipment and access equipment used when installing and setting up fall protection systems.  |                  |  |  |

|            |  |         |            |
|------------|--|---------|------------|
| A/651/8279 | Installing construction anchors in the workplace | Level 3 | 17 Credits |
| 802v1      |  |         |            |

This unit aims to provide learners with the knowledge and practical skills required to safely and effectively install construction anchors in the workplace. It covers interpreting technical and regulatory information, complying with health and safety legislation, selecting and using appropriate tools and materials, and maintaining safe working practices. Learners will develop competence in installing various types of mechanical and bonded anchors to industry standards, protecting the work environment, and completing tasks within allocated timeframes. The unit also supports understanding of anchor systems, base materials, potential failure modes, and effective team communication.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
|---|--|------------------|--|--|
| 1. Interpret the given information relating to the work and resources when installing construction anchors. | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, Codes of Practice, industry based official guidance notes and manufacturers' information.  |                  |  |  |
|   | 1.2 Comply with information and instructions derived from risk assessments and method statements.  |                  |  |  |
|   | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.  |                  |  |  |
|   | 1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, industry standards, official guidance and current regulations associated with the work to be carried out.</li> </ul>                 |                  |  |  |
| 2. Know how to comply with relevant legislation and official guidance when installing construction anchors. | 2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting.</li> </ul> |                  |  |  |
|   | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles.  |                  |  |  |

| Title:  | Installing construction anchors in the workplace  |                  |  |  |
|---|---|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:   | Evidence Ref No. |  |  |
| 2. Know how to comply with relevant legislation and official guidance when installing construction anchors.           | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.   |                  |  |  |
| 3. Maintain safe and healthy working practices when installing construction anchors..                                 | 3.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing lightning conductor systems.  |                  |  |  |
|   | 3.2 Demonstrate compliance with given information and relevant legislation when installing construction anchors in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul>   |                  |  |  |
|   | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing construction anchors and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> |                  |  |  |
|   | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.   |                  |  |  |
|   | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.  |                  |  |  |
| 4. Select the required quantity and quality of resources for the methods of work for installing construction anchors. | 4.1 Select resources associated with own work in relation to materials, components, fixings and fittings, tools, equipment and consumables.   |                  |  |  |

| Title:  | Installing construction anchors in the workplace   |  |  |  |
|---|--|--|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence Ref No.   |  |  |
| 4. Select the required quantity and quality of resources for the methods of work for installing construction anchors.   | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– consumables</li> <li>– fixings and fittings including types of anchor; expansion (shield, throughbolt, thick-walled sleeve, thin-walled sleeve, drop in); undercut ; self-tapping concrete screws; bonded (injection, spin-in capsule); nylon (plug and screw, hammer in, frame fixing)</li> <li>– hand tools, power tools and ancillary equipment.</li> </ul> |  |  |  |
|   | 4.3 Describe how to confirm that the resources and materials conform to the specification.   |  |  |  |
|   | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.   |  |  |  |
|   | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.   |  |  |  |
|   | 4.6 Describe any potential hazards associated with the resources and methods of work.  |  |  |  |
|   | 4.7 Describe how to calculate quantity, length, volume, area and wastage associated with the method and procedure to installing construction anchors.  |  |  |  |
|   | 5. Minimise the risk of damage to the work and surrounding area when installing construction anchors.  | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |  |  |
| 5.2 Maintain a clear and tidy work space.   |  |  |  |  |
| 5.3 Dispose of waste in accordance with current legislation.  |  |  |  |  |
| 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |  |  |  |  |

| Title:  | Installing construction anchors in the workplace |   |                  |  |  |
|---|--|---|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:            |   | Evidence Ref No. |  |  |
| 5. Minimise the risk of damage to the work and surrounding area when installing construction anchors.           | 5.5  | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.   |                  |  |  |
| 6. Complete the work within the allocated time when installing construction anchors.                            | 6.1  | Demonstrate completion of the work within the allocated time.   |                  |  |  |
|   | 6.2  | Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– Types of progress charts, timetables and estimated times</li> <li>– Organisational procedure for reporting circumstances which will affect the work programme</li> </ul> |                  |  |  |
| 7. Comply with the given contract information for installing construction anchors to the required specification | 7.1  | Demonstrate the following work skills when installing construction anchors: <ul style="list-style-type: none"> <li>– measuring, marking, positioning, drilling, cleaning and installing.</li> </ul>   |                  |  |  |
|   | 7.2  | Use and maintain, hand tools, power tools and ancillary equipment.  |                  |  |  |
|   | 7.3  | Prepare for and install construction anchors to current industry standards for the following types: <ul style="list-style-type: none"> <li>– mechanical</li> <li>– bonded.</li> </ul>   |                  |  |  |
|   | 7.4  | Complete and maintain records to the industry standard, official guidance notes or the specification when installing construction anchors.  |                  |  |  |

| Title:   | Installing construction anchors in the workplace  |                  |  |  |
|--|---|------------------|--|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:   | Evidence Ref No. |  |  |
| 7. Comply with the given contract information for installing construction anchors to the required specification. | 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– assess construction anchors characteristics and operating principles, including; friction (torque controlled expansion, deformation controlled expansion, nylon); interlock (undercut, self-tapping concrete screw); adhesion (resin bonded)</li> <li>– identify different base materials including; concrete, masonry, stone, hollow materials</li> <li>– recognise potential modes of construction anchor failure including; concrete cone, pull out, bond failure, combined bond and cone failure, bolt breakage, splitting, pryout</li> <li>– confirm calibration of installation equipment</li> <li>– measure, mark, position, drill, clean and install construction anchors, including; specified embedment depths, base material thickness, anchor spacings and edge distances</li> <li>– appropriate procedures to follow when hitting rebar</li> <li>– correctly use tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> |                  |  |  |
|  | 7.6 Describe the needs of other occupations and how to communicate effectively within a team when installing construction anchors.  |                  |  |  |
|  | 7.7 Describe how to maintain the hand tools, power tools and ancillary equipment used when installing construction anchors.   |                  |  |  |

|            |   |         |            |
|------------|---|---------|------------|
| M/651/8329 | Site testing of construction fixings in the workplace | Level 3 | 16 Credits |
| 803v1      |   |         |            |

This unit aims to provide learners with the knowledge and practical skills required to carry out site testing of construction fixings in accordance with industry standards and organisational procedures. It covers interpreting technical and regulatory information, complying with health and safety legislation, selecting and using appropriate testing equipment, and maintaining safe working practices. Learners will develop competence in testing various types of fixings, recording results, identifying potential failure modes, and protecting the work environment. The unit also supports effective communication and collaboration with other occupations involved in the construction process.

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

| Title:  | Site testing of construction fixings in the workplace  |                  |  |  |
|---|--|------------------|--|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
| 2. Know how to comply with relevant legislation and official guidance when carrying out site testing of construction fixings. | 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company, operative and vehicles   |                  |  |  |
|   | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports.  |                  |  |  |
| 3. Maintain safe and healthy working practices when carrying out site testing of construction fixings.                        | 3.1 Use health and safety control equipment safely and comply with methods of work to carry out the activity in accordance with current legislation and organisational requirements when carrying out site testing of construction fixings.  |                  |  |  |
|   | 3.2 Demonstrate compliance with given information and relevant legislation when carrying out site testing of construction fixings in relation to the following: <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health</li> </ul>   |                  |  |  |
|   | 3.3 Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to site testing of construction fixings and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> |                  |  |  |
|   | 3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.  |                  |  |  |
|   | 3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.   |                  |  |  |

| Title:   | Site testing of construction fixings in the workplace  |                  |  |  |
|--|--|------------------|--|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
| 4. Select the required quantity and quality of resources for the methods of work for site testing of construction fixings. | 4.1 Select resources associated with own work in relation to materials, components, fixings and fittings, tools, equipment and consumables.  |                  |  |  |
|  | 4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– tools, specialist test and ancillary equipment including: test meter or hydraulic ram and jack; linkage to fixings or anchors under test; load spreading bridge; adaptor and displacement measurement equipment</li> </ul> |                  |  |  |
|  | 4.3 Describe how to confirm that the resources and materials conform to the specification  |                  |  |  |
|  | 4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.   |                  |  |  |
|  | 4.5 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.   |                  |  |  |
|  | 4.6 Describe any potential hazards associated with the resources and methods of work.  |                  |  |  |
|  | 4.7 Describe how to calculate quantity, length, volume, area and wastage associated with the method and procedure for site testing of construction fixings.  |                  |  |  |
| 5. Minimise the risk of damage to the work and surrounding area when carrying out site testing of construction fixings.    | 5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.   |                  |  |  |
|  | 5.2 Maintain a clear and tidy workspace.   |                  |  |  |
|  | 5.3 Dispose of waste in accordance with legislation.   |                  |  |  |
|  | 5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.  |                  |  |  |

| Title:  | Site testing of construction fixings in the workplace  |  |  |                  |  |
|---|--|--|--|------------------|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:  |  |  | Evidence Ref No. |  |
| 5. Minimise the risk of damage to the work and surrounding area when carrying out site testing of construction fixings. | 5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.  |  |  |                  |  |
| 6. Complete the work within the allocated time when carrying out site testing of construction fixings.                  | 6.1 Demonstrate completion of the work within the estimated, allocated time.   |  |  |                  |  |
|   | 6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables, and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> |  |  |                  |  |
| 7. Comply with the given contract information for site testing of construction fixings to the required specification.   | 7.1 Use and maintain tools, specialist test and ancillary equipment.   |  |  |                  |  |
|   | 7.2 Complete site tests of construction fixings to current industry standards for two of the following types: <ul style="list-style-type: none"> <li>– mechanical anchor</li> <li>– bonded anchor</li> <li>– cast-in channels</li> <li>– cast-in anchors</li> </ul>  |  |  |                  |  |
|   | 7.3 Record and report any damage as a result of testing.   |  |  |                  |  |
|   | 7.4 Complete and maintain records to the industry standard, official guidance notes or the specification when carrying out site testing of construction fixings.   |  |  |                  |  |

| Title:   | Site testing of construction fixings in the workplace  |                  |  |
|--|--|------------------|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:  | Evidence Ref No. |  |
| <p>7. Comply with the given contract information for site testing of construction fixings to the required specification.</p> | <p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– assess anchor characteristics and operating principles, including; friction (torque controlled expansion, deformation controlled expansion, nylon); interlock (undercut, self-tapping concrete screw); adhesion (resin bonded), cast-in channels and anchors</li> <li>– identify different base materials including; concrete, masonry, stone, hollow materials</li> <li>– recognise potential modes of fixing failure including; concrete cone, pull out, bond failure, combined bond and cone failure, bolt breakage, splitting, pryout</li> <li>– select appropriate test equipment, including; test meter or hydraulic ram and jack, linkage to the anchor under test, load spreading bridge, adaptor and displacement measuring equipment</li> <li>– confirm calibration of test equipment</li> <li>– operate test equipment with appropriate gauge, load spreading bridge, appropriate adaptor and displacement measuring equipment</li> <li>– test construction fixings, to comply with required test regimes</li> <li>– record magnitude of applied load, associated displacement, geometry of anchor installation and any mode of failure</li> <li>– complete test reports and maintain records, including test objectives, load magnitude, displacement where required, administration details, including test location, base material, anchor description, installation details, test equipment details, test results</li> <li>– correctly use tools and equipment</li> <li>– work at height</li> <li>– use access equipment</li> </ul> |                  |  |

| Title:  | Site testing of construction fixings in the workplace |   |  |                  |  |
|---|---|---|--|------------------|--|
| Learning outcome. The learner will:   | Assessment criteria. The learner can:                 |   |  | Evidence Ref No. |  |
| 7. Comply with the given contract information for site testing of construction fixings to the required specification. | 7.6   | Describe the needs of other occupations associated with and how to communicate effectively within a team when carrying out site testing of construction fixings |  |                  |  |
|   | 7.7   | Describe how to maintain the tools, specialist test and ancillary equipment used when carrying out site testing of construction fixings                         |  |                  |  |

T/681/7908

**Preparing and operating scissor-type mobile elevating  
work platforms (MEWP) in the workplace**

Level 2

12 Credits

392Av3

This unit aims to develop learners' knowledge and practical skills in preparing and operating scissor-type mobile elevating work platforms (MEWPs) to access work areas safely and efficiently. It covers interpreting technical and safety information, organising work sequences, complying with legislation and organisational procedures, selecting appropriate resources, and applying safe working practices. Learners will also gain the ability to operate MEWPs to specification, protect the work environment, communicate effectively with others, and maintain equipment in accordance with industry standards.

| Learning outcome. The learner will:  | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
|--|--|------------------|--|--|
| 1. Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work. | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.   |                  |  |  |
|  | 1.2 Comply with information and/or instructions derived from risk assessments and method statements.   |                  |  |  |
|  | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.  |                  |  |  |
|  | 1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul> |                  |  |  |
| 2. Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out.   | 2.1 Organise the work according to given information or instructions.  |                  |  |  |
|  | 2.2 Describe how to communicate ideas between team members.  |                  |  |  |
|  | 2.3 Organise and communicate with team members and other associated occupations  |                  |  |  |
|  | 2.4 Describe how to organise resources prior to and during accessing operations  |                  |  |  |

| Title:   |   | Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace |  |  |
|--|---|--|--|--|
| Learning outcome. The learner will:  | Assessment criteria. The learner can:   | Evidence Ref No.   |  |  |
| 3. Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs. | 3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>   |  |  |  |
|  | 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.   |  |  |  |
|  | 3.3 Explain what the accident reporting procedures are and who is responsible for making reports.   |  |  |  |
| 4. Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.      | 4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.  |  |  |  |
|  | 4.2 Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using scissor-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>  |  |  |  |
|  | 4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> |  |  |  |

| <b>Title:</b>  |     | <b>Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace</b>   |  |                         |
|--|-----|---|--|-------------------------|
| <b>Learning outcome. The learner will:</b>   |     | <b>Assessment criteria. The learner can:</b>  |  | <b>Evidence Ref No.</b> |
| 4. Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.                | 4.4 | Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions  |  |                         |
|  | 4.5 | Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.  |  |                         |
| 5. Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs. | 5.1 | Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.   |  |                         |
|  | 5.2 | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul> |  |                         |
|  | 5.3 | Describe how the resources should be used correctly, how problems associated with the resources are reported.   |  |                         |
|  | 5.4 | Explain why the organisational procedures have been developed and how they are used for the selection of required resources.  |  |                         |
|  | 5.5 | Describe any potential hazards associated with the resources and methods of work.   |  |                         |
|  | 5.6 | Describe how to identify weight, quantity, length and area associated with the method/procedures to operate scissor-type mobile elevating work platforms used for accessing operations  |  |                         |

| Title:                              |  | Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace |  |                  |  |  |
|-------------------------------------|--|--|--|------------------|--|--|
| Learning outcome. The learner will: |  | Assessment criteria. The learner can:  |  | Evidence Ref No. |  |  |
| 6.                                  | Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.                             | 6.1  | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.   |                  |  |  |
|                                     |  | 6.2  | Prevent damage and maintain a clean work space.  |                  |  |  |
|                                     |  | 6.3  | Dispose of waste in accordance with current legislation.   |                  |  |  |
|                                     |  | 6.4  | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.  |                  |  |  |
|                                     |  | 6.5  | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.  |                  |  |  |
| 7.                                  | Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs.                     | 7.1  | Demonstrate completion of the work within the allocated time.  |                  |  |  |
|                                     |  | 7.2  | Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> |                  |  |  |
| 8.                                  | Comply with the given contract information to access areas to carry out work using scissor-type MEWPs to the required specification. | 8.1  | Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>  |                  |  |  |
|                                     |  | 8.2  | Use and maintain hand tools, ancillary equipment and/or accessories.   |                  |  |  |
|                                     |  | 8.3  | Prepare for, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions.   |                  |  |  |
|                                     |  | 8.4  | Shut down and secure scissor-type MEWPs.   |                  |  |  |

| Title:  |     | Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace   |  |                  |
|---|-----|--|--|------------------|
| Learning outcome. The learner will:   |     | Assessment criteria. The learner can:  |  | Evidence Ref No. |
| 8. Comply with the given contract information to access areas to carry out work using scissor-type MEWPs to the required specification. | 8.5 | Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the scissor-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul> |  |                  |
|   | 8.6 | Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations   |  |                  |
|   | 8.7 | Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.  |  |                  |

K/651/8048

**Preparing and operating boom-type mobile elevating  
work platforms (MEWP) in the workplace**

Level 2

14 Credits

392Bv3

This unit aims to provide learners with the knowledge and practical skills required to safely prepare and operate boom-type mobile elevating work platforms (MEWPs) to access work areas. It covers interpreting technical and safety information, organising work activities, complying with legislation and organisational procedures, selecting appropriate resources, and applying safe working practices. Learners will also develop the ability to operate MEWPs to specification, protect the work environment, communicate effectively with others, and maintain equipment in accordance with industry standards.

| Learning outcome. The learner will:  | Assessment criteria. The learner can:  | Evidence Ref No. |  |  |
|--|--|------------------|--|--|
| 1. Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work. | 1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.   |                  |  |  |
|  | 1.2 Comply with information and/or instructions derived from risk assessments and method statements.   |                  |  |  |
|  | 1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.  |                  |  |  |
|  | 1.4 Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul> |                  |  |  |
| 2. Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out.      | 2.1 Organise the work according to given information or instructions.  |                  |  |  |
|  | 2.2 Describe how to communicate ideas between team members.  |                  |  |  |
|  | 2.3 Organise and communicate with team members and other associated occupations.   |                  |  |  |
|  | 2.4 Describe how to organise resources prior to and during accessing operations.   |                  |  |  |

| Title:   |     | Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace   |  |                  |
|--|-----|---|--|------------------|
| Learning outcome. The learner will:  |     | Assessment criteria. The learner can:   |  | Evidence Ref No. |
| 3. Know how to comply with relevant legislation and official guidance when carrying out accessing operations using boom-type MEWPs.. | 3.1 | Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>   |  |                  |
|  | 3.2 | Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.   |  |                  |
|  | 3.3 | Explain what the accident reporting procedures are and who is responsible for making reports.   |  |                  |
| 4. Maintain safe and healthy working practices when preparing for and carrying out accessing operations using boom-type MEWPs.       | 4.1 | Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.  |  |                  |
|  | 4.2 | Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using boom-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>   |  |                  |
|  | 4.3 | Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> |  |                  |
|  | 4.4 | Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.   |  |                  |

| <b>Title:</b>                              |   | <b>Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace</b> |   |                         |  |  |
|--|---|--|---|-------------------------|--|--|
| <b>Learning outcome. The learner will:</b> |   | <b>Assessment criteria. The learner can:</b>   |   | <b>Evidence Ref No.</b> |  |  |
| 4.   | Maintain safe and healthy working practices when preparing for and carrying out accessing operations using boom-type MEWPs. | 4.5  | <ul style="list-style-type: none"> <li>– Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.</li> </ul>  |                         |  |  |
|  |   | 5.   | Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using boom-type MEWPs.  | 5.1                     | Request and select resources associated with boom-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories. |  |
|  |   | 5.2  | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul> |                         |  |  |
|  |   | 5.3  | Describe how the resources should be used correctly, how problems associated with the resources are reported.   |                         |  |  |
|  |   | 5.4  | Explain why the organisational procedures have been developed and how they are used for the selection of required resources.  |                         |  |  |
|  |   | 5.5  | Describe any potential hazards associated with the resources and methods of work.   |                         |  |  |
|  |   | 5.6  | Describe how to identify weight, quantity, length and area associated with the method/procedures to operate boom-type mobile elevating work platforms used for accessing operations.  |                         |  |  |
| 6.   | Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.                    | 6.1  | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.  |                         |  |  |
|  |   | 6.2  | Prevent damage and maintain a clean work space.   |                         |  |  |
|  |   | 6.3  | Dispose of waste in accordance with current legislation.  |                         |  |  |
|  |   | 6.4  | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.   |                         |  |  |

| <b>Title:</b>                              |   | <b>Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace</b> |  |                         |
|--|---|--|--|-------------------------|
| <b>Learning outcome. The learner will:</b> |   | <b>Assessment criteria. The learner can:</b>   |  | <b>Evidence Ref No.</b> |
| 6.   | Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.                          | 6.5  | Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance..   |                         |
| 7.   | Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs                      | 7.1  | Demonstrate completion of the work within the allocated time.  |                         |
|  |   | 7.2  | Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul> |                         |
| 8.   | Comply with the given contract information to access areas to carry out work using boom-type MEWPs to the required specification. | 8.1  | Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>   |                         |
|  |   | 8.2  | Use and maintain hand tools, ancillary equipment and/or accessories.   |                         |
|  |   | 8.3  | Prepare for, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions.  |                         |
|  |   | 8.4  | Shut down and secure boom-type MEWPs.  |                         |

| Title:   |     | Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace   |  |                  |
|--|-----|---|--|------------------|
| Learning outcome. The learner will:  |     | Assessment criteria. The learner can:   |  | Evidence Ref No. |
| 8. Comply with the given contract information to access areas to carry out work using boom-type MEWPs to the required specification. | 8.5 | Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the boom-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul> |  |                  |
|  | 8.7 | Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.   |  |                  |
|  | 8.8 | Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.   |  |                  |

# NOTES

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