



# **LEVEL 2 NVQ DIPLOMA IN RADIATION PROTECTION**

## **Centre Qualification Handbook**

### **Competence-based Qualification**



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# CONTENTS PAGE

|                                                                                                                                              |           |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>INTRODUCTION TO THE HANDBOOK.....</b>                                                                                                     | <b>3</b>  |
| <u>Qualification Assessment and Support Materials .....</u>                                                                                  | <u>3</u>  |
| <b>LEVEL 2 NVQ DIPLOMA IN RADIATION PROTECTION.....</b>                                                                                      | <b>4</b>  |
| <b>ASSESSMENT REQUIREMENTS .....</b>                                                                                                         | <b>6</b>  |
| <b>ASSESSMENT STRATEGY .....</b>                                                                                                             | <b>6</b>  |
| <b>ASSESSMENT METHODS AND TYPES OF EVIDENCE .....</b>                                                                                        | <b>9</b>  |
| <b>GLOSSARY .....</b>                                                                                                                        | <b>11</b> |
| <b>LEVEL 2 NVQ DIPLOMA IN RADIATION PROTECTION .....</b>                                                                                     | <b>13</b> |
| CONTENT OF THE QUALIFICATION.....                                                                                                            | 13        |
| <u>MANDATORY UNITS.....</u>                                                                                                                  | <u>13</u> |
| UNIT N225K      HOW TO RESPOND TO RADIATION INCIDENTS WITHIN IONISING RADIATION ENVIRONMENTS.....                                            | 13        |
| UNIT N225C      RESPOND TO RADIATION INCIDENTS WITHIN IONISING RADIATION ENVIRONMENTS.....                                                   | 15        |
| UNIT N226K      HOW TO MONITOR RADIATION HAZARDS WITHIN IONISING RADIATION ENVIRONMENTS.....                                                 | 18        |
| UNIT N226C      MONITOR RADIATION HAZARDS WITHIN IONISING RADIATION ENVIRONMENTS.....                                                        | 20        |
| UNIT N227K      HOW TO MONITOR RADIATION CONDITIONS DURING WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS.....                       | 23        |
| UNIT N227C      MONITOR RADIATION CONDITIONS DURING WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS.....                              | 25        |
| UNIT N228K      HOW TO MONITOR PEOPLE DURING RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS.....                   | 28        |
| UNIT N228C      MONITOR PEOPLE DURING RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS.....                          | 30        |
| UNIT N229K      HOW TO MONITOR ENVIRONMENTAL CONDITIONS DURING RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS..... | 32        |
| UNIT N229C      MONITOR ENVIRONMENTAL CONDITIONS DURING RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS .....       | 34        |
| UNIT N230K      HOW TO TEST THE FUNCTIONING OF RADIATION PROTECTION EQUIPMENT WITHIN IONISING RADIATION ENVIRONMENTS.....                    | 36        |
| UNIT N230C      TEST THE FUNCTIONING OF RADIATION PROTECTION EQUIPMENT WITHIN IONISING RADIATION ENVIRONMENTS.....                           | 38        |
| <u>OPTIONAL UNITS.....</u>                                                                                                                   | <u>40</u> |
| UNIT N231K      HOW TO UNDERTAKE RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS.....                               | 40        |
| UNIT N231C      UNDERTAKE RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS.....                                      | 42        |
| UNIT N232K      HOW TO RECORD INFORMATION ON RADIATION PROTECTION WITHIN IONISING RADIATION ENVIRONMENTS.....                                | 45        |
| UNIT N232C      RECORD INFORMATION ON RADIATION PROTECTION WITHIN IONISING RADIATION ENVIRONMENTS .....                                      | 47        |

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# INTRODUCTION TO THE HANDBOOK

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

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

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

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

## Qualification Structure

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

## Assessment Requirements

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

## Assessment Methods

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

## Qualification Units

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

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# LEVEL 2 NVQ DIPLOMA IN RADIATION PROTECTION

## Qualification Summary

This Diploma is based on the Cogent SSC National Occupational Standards (NOS) for Radiation Protection and will provide recognition of the skills and knowledge of individuals working in radioactive environments. The qualification is aimed at learners who may be technical staff but may also be employed in a wide range of support roles.

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

### Guided Learning Hours (GLH)

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

The GLH for this qualification is 162

### Total Qualification Time (TQT)

Total Qualification Time is comprised of 2 elements:

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

The TQT for this qualification is 380

## Achieving the Qualification

**14 Units must be achieved (7 knowledge units and 7 competence units).**

**Mandatory Units:** All 12 Mandatory Units must be achieved.

**Optional Units:** Learners must achieve 2 Optional Units from one Option Group. Knowledge and competence units must be taken in combination i.e. if unit N231k is chosen, unit N231c must also be completed; and vice-versa.

## Mandatory Units

| Unit No | Unit Name                                                                                                                 | Credit Value |
|---------|---------------------------------------------------------------------------------------------------------------------------|--------------|
| N225k   | How to Respond to Radiation Incidents Within Ionising Radiation Environments                                              | 4            |
| N225c   | Respond to Radiation Incidents Within Ionising Radiation Environments                                                     | 3            |
| N226k   | How to Monitor Radiation Hazards Within an Ionising Radiation Environment                                                 | 3            |
| N226c   | Monitor Radiation Hazards Within an Ionising Radiation Environment                                                        | 3            |
| N227k   | How to Monitor Radiation Conditions During Work Activities Within Ionising Radiation Environments                         | 3            |
| N227c   | Monitor Radiation Conditions During Work Activities Within Ionising Radiation Environments                                | 3            |
| N228k   | How to Monitor People During Radiation Related Work Activities within Ionising Radiation Environments                     | 2            |
| N228c   | Monitor People During Radiation Related Work Activities within Ionising Radiation Environments                            | 2            |
| N229k   | How to Monitor Environmental Conditions During Radiation Related Work Activities Within an Ionising Radiation Environment | 3            |
| N229c   | Monitor Environmental Conditions During Radiation Related Work Activities Within an Ionising Radiation Environment        | 3            |
| N230k   | How to Test the Functioning of Radiation Protection Equipment Within Ionising Radiation Environments                      | 3            |
| N230k   | How to Test the Functioning of Radiation Protection Equipment Within Ionising Radiation Environments                      | 3            |

## Optional Units

### Group N231 - if this Group is chosen, both Units must be completed

| Unit No. | Unit Name                                                                                 | Credit Value |
|----------|-------------------------------------------------------------------------------------------|--------------|
| N231k    | How to Undertake Radiation-Related Work Activities Within Ionising Radiation Environments | 2            |
| N231c    | Undertake Radiation-Related Work Activities Within Ionising Radiation Environments        | 2            |

### Group N232 - if this Group is chosen both Units must be completed

| Unit No. | Unit Name                                                                                | Credit Value |
|----------|------------------------------------------------------------------------------------------|--------------|
| N232k    | How to Record Information on Radiation Protection Within Ionising Radiation Environments | 2            |
| N232c    | Record Information on Radiation Protection Within Ionising Radiation Environments        | 2            |

## Progression

This Diploma is part of a suite of qualifications developed from the Radiation Protection National Occupational Standards (NOS) at Levels 2 to 3.

Further information can be found on the GQA website [www.g-q-a.com](http://www.g-q-a.com) or on the Register of Regulated Qualifications website <http://register.ofqual.gov.uk>

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# ASSESSMENT REQUIREMENTS

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

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

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

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

## ASSESSMENT STRATEGY

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

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

### ***Mandatory use of evidence from workplace performance***

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

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

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

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

## Use of Simulation

The qualification or unit specific assessment requirements will define where evidence from simulation is acceptable, and in which contexts. Simulation should be used only where direct evidence of learner performance cannot be obtained. Under these circumstances simulation may be used for summative assessment. Reasons for the use of simulation should be made clear to and agreed by the external verifier and should include the following details:

- which competence (and standards) the simulation was designed to assess; the kind of equipment, facilities and physical environment proposed for the simulation of performance.
- how the simulated activity relates to the learner's normal work context in terms of the pressures of time,
- access to resources and access to information, and the communication media; and
- how the simulation was set up and conducted, preferably supported by physical evidence such as photographs or inspection of a test rig.

It is unlikely that the External Verifier will approve a simulation if it does not involve real plant and equipment;

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

- Under these circumstances simulations are reserved for aspects of competence illustrated by the following contexts:
  - where demonstration of emergency shutdown and related safety procedures would be; **dangerous and/or disruptive** to plant/environment/individuals; **too costly** such as total plant shutdown or dealing with spillage of dangerous substances; where **issues of confidentiality** restrict access to real work opportunities;
  - demonstrating specific aspects of the operation which rarely or never occur due to effective quality assurance systems;
  - the capacity to integrate disparate knowledge to cope with unforeseen events and to solve problems; or
  - aspects of working relationships and communications for which no opportunity has presented for the use of naturally occurring workplace evidence of learner performance.
- Simulation must enable the individual to demonstrate competence in a real or realistic work environment. In this context this means in specialist centres which replicate the workplace in terms of equipment and environment, reflect normal working situations and use relevant industrial or commercial standards and procedures. Short work placements or non-realistic work environments which do not replicate the pressures and requirements of normal commercial or industrial activities will not be acceptable. The bulk of the learner's evidence should be drawn from their normal working activity and not consist of artificially contrived opportunities for one-off demonstration of competence. Similarly equipment must be that used in current commercial and industrial contexts. Procedures and standards used should be those which are nationally or internationally recognised or devised by specific companies as standard operating procedure.
- Simulation must enable the individual to acquire his/her skills and knowledge in a realistic work environment. In this context this means in specialist centres which replicate the workplace in terms of equipment and environment, it reflects normal working situations and uses relevant industrial or commercial standards and procedures. Where possible providers should attempt to replicate the pressures and requirements of normal commercial or industrial activities. Equipment must be that used in current commercial and industrial contexts. Procedures and standards used should be those which are nationally or internationally recognised or devised by specific companies as standard operating procedure.
- Circumstances outside of those listed in Section D above may also be considered suitable for the use of simulation with the agreement of the EQA and GQA. Under these circumstances simulation may be used for formative assessment only.

# ***Occupational competence of Assessor and Verifiers***

## **Assessors:**

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

## **Internal verifiers:**

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

## ***Assessment Methods***

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

### ***Observation of Performance***

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

### ***Questioning***

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

### ***Products***

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

### ***Witness Statement or Testimony***

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

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

### ***Simulation***

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

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

Any use of simulation should be discussed and agreed with the PAA\VQ-SET External Verifier and approved prior to implementation.

### ***Recognition of Prior Learning (RPL)***

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

### ***Professional Discussion***

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

### ***Learner Statements***

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

### ***Photographs and use of other media***

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

# GLOSSARY

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

| Term                                       | Definition                                                                                                                                                                                                                                                                                |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualification Level</b>                 | An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner, represented by a qualification                                                                                                                                          |
| <b>Qualification Regulators</b>            | A government designated statutory organisation required to establish national standards for qualification and secure consistent compliance with them.                                                                                                                                     |
| <b>Recognition of Prior Learning (RPL)</b> | A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning                                 |
| <b>Sector Skills Body</b>                  | A body responsible for formulating and reviewing occupational standards for a specific sector across the UK, and for supporting the development of units and qualifications based on these standards. Each SSB is an employer-led, independent organisation and is licensed by government |
| <b>Standardisation of Assessment</b>       | A process to ensure that assessment leading to the award of qualifications is applied consistently by individuals, centres and awarding organisations                                                                                                                                     |
| <b>Unique Learning Number (ULN)</b>        | The unique number that is used to identify an individual learner                                                                                                                                                                                                                          |
| <b>Unit</b>                                | A component of a qualification                                                                                                                                                                                                                                                            |

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# LEVEL 2 NVQ DIPLOMA IN RADIATION PROTECTION

## Content of the Qualification

### MANDATORY UNITS

|                       |                                                                              |
|-----------------------|------------------------------------------------------------------------------|
| UNIT N225K            | HOW TO RESPOND TO RADIATION INCIDENTS WITHIN IONISING RADIATION ENVIRONMENTS |
| LEVEL                 | 2                                                                            |
| CREDIT VALUE          | 4                                                                            |
| GUIDED LEARNING HOURS | 24                                                                           |

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### Unit Overview

This unit addresses the knowledge required to respond to radiation incidents within ionising radiation environments.

### Assessment Guidance and Evidence Requirements

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

- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumption is made that the person is a trained operative and that extra training and practise is required in incident and emergency procedures.

Discussion should take place with the assessor to demonstrate learner knowledge of relevant documentation;

- Health Physics procedures
- Emergency procedures

The main outcome of this activity is responding to radiation incidents, which could have an impact on the site or the surrounding area.

This activity includes obtaining information on potential radiation incidents and how they could develop; identifying actual incidents; following procedures for responding to radiation incidents; applying the organisation's radiation protection systems; identifying problems with the response and suggesting improvements.

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

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

### Learning Outcome and Assessment Criteria

| Learning outcomes<br>The learner will:                                             | Assessment criteria<br>The learner can:                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Know how potential radiation incidents could develop                            | <p>1.1. Describe the activities undertaken in the specified Industry in terms of:</p> <ul style="list-style-type: none"><li>a. Types of facilities</li><li>b. Materials</li><li>c. Processes</li></ul> <p>1.2. Explain how potential radiation incidents could occur from activities undertaken in the specified Industry</p>                                                 |
| 2. Know the procedures for responding to radiation incidents                       | <p>2.1. Describe the structures and procedures within the organisation for responding to radiation incidents, including:</p> <ul style="list-style-type: none"><li>a. Health and Safety requirements</li><li>b. Radiation incidents</li><li>c. Radiation protection issues</li><li>d. Radiation protection systems</li><li>e. Radiation: types, sources and hazards</li></ul> |
| 3. Know the organisation's radiation protection systems                            | List the radiation protection systems within an organisation                                                                                                                                                                                                                                                                                                                  |
| 4. Know the statutory requirements, regulations, and standards regarding radiation | List the sources of authoritative information on radiation protection, including international, national and local                                                                                                                                                                                                                                                            |

|                       |                                                                              |
|-----------------------|------------------------------------------------------------------------------|
| <b>UNIT N225C</b>     | <b>RESPOND TO RADIATION INCIDENTS WITHIN IONISING RADIATION ENVIRONMENTS</b> |
| LEVEL                 | <b>2</b>                                                                     |
| CREDIT VALUE          | <b>3</b>                                                                     |
| GUIDED LEARNING HOURS | <b>8</b>                                                                     |

---

### **Unit Overview**

This unit addresses the skills required to respond to radiation incidents within ionising radiation environments

### **Assessment Guidance and Evidence Requirements**

#### **Evidence Requirements**

The learner should provide evidence to meet all the assessment criteria within this unit.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Radiation Protection.

If the assessor is unable to observe learners they will identify an expert witness in the workplace who will provide testimony of work-based performance. Usually, the assessor or expert witness will observe learners in real work activities and this should provide most of the evidence for the assessment criteria in this unit.

The learner should provide typical evidence for the following Learning Outcomes:

#### *Learning Outcome 1*

Worked examples of incidents or potential incidents learners have used, these are to include;

- Spread of radioactive contaminants
- High air sample counts
- High radiation dose rates

Information sources learners have used;

- Health Physics procedures
- Safe system of work/Permit to work
- Risk assessments
- Survey records or schedules

#### *Learning Outcome 2*

Worked examples showing learner involvement in an incident or exercise, identifying who was informed.

#### *Learning Outcome 3*

Worked example showing learner involvement in an incident or exercise.

Examples of completed set of records detailing learner involvement that is relevant to the process.

Witness statement to identify the consultation process learners used to seek advice from relevant personnel (e.g. Supervisor, Radiation Protection Supervisor (RPS), Radiation Protection Adviser (RPA)).

#### *Learning Outcome 4*

Worked examples showing learner involvement in an incident or exercise showing application of the radiation protection system.

#### *Learning Outcome 5*

Worked examples detailing problems learners identified with the response to the incident and actions taken by learners to inform the appropriate people.

Operating experience feedback examples that learners have been involved with, lessons learnt and improvements identified.

#### **Assessment Guidance**

- The use of simulation is acceptable in the assessment of this unit.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N225k - How to Respond to Radiation Incidents within Ionising Radiation Environments*.
- The assumption is made that the person is a trained operative and that extra training and practise is required to meet the requirements of radiation incidents.

The person will be working to clearly defined procedures using relevant skills and information for routine work.

The main outcome of this activity is responding to radiation incidents, which could have an impact on the site or the surrounding area.

This activity includes obtaining information on potential radiation incidents and how they could develop; identifying actual incidents; following procedures for responding to radiation incidents; applying the organisation's radiation protection systems; identifying problems with the response and suggesting improvements.

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

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

### Learning Outcome and Assessment Criteria

| <b>Learning outcomes</b><br><b>The learner will:</b>                       | <b>Assessment criteria</b><br><b>The learner can:</b>                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to obtain information on potential radiation incidents          | Obtain information of how potential radiation incidents could develop as a result of the work activities being undertaken                                                                                                                                                                                                                                                                    |
| 2. Be able to identify actual incidents                                    | Identify the radiation incident correctly and inform the relevant people                                                                                                                                                                                                                                                                                                                     |
| 3. Be able to follow procedures for responding to radiation incidents      | <ul style="list-style-type: none"><li>3.1. Follow the procedures, regulations, and guidelines for responding to the radiation incident</li><li>3.2. Seek advice to deal with any requirements beyond own technical competence</li><li>3.3. Comply with all relevant regulations and standards, and record all relevant actions and outcomes in the appropriate information systems</li></ul> |
| 4. Be able to apply the organisation's radiation protection systems        | Apply promptly the relevant radiation protection systems to respond to the radiation incident                                                                                                                                                                                                                                                                                                |
| 5. Be able to identify problems with the response and suggest improvements | <ul style="list-style-type: none"><li>5.1. Identify any problems with the response to the radiation incident and inform the appropriate people as soon as possible</li><li>5.2. Identify any potential improvements in the response to the radiation incident</li></ul>                                                                                                                      |

|                       |                                                                                |
|-----------------------|--------------------------------------------------------------------------------|
| <b>UNIT N226K</b>     | <b>HOW TO MONITOR RADIATION HAZARDS WITHIN IONISING RADIATION ENVIRONMENTS</b> |
| LEVEL                 | <b>2</b>                                                                       |
| CREDIT VALUE          | <b>3</b>                                                                       |
| GUIDED LEARNING HOURS | <b>16</b>                                                                      |

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### Unit Overview

This unit addresses the knowledge required to monitor radiation hazards within ionising radiation environments.

### Assessment Guidance and Evidence Requirements

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

The learner should demonstrate understanding of:

- The organisations radiation protection systems & responsibilities, legal and local exposure limits, relevant Action Levels, the ALARP principle and dose records.
- Hierarchy of engineering controls.
- Monitoring equipment appropriate to the work, different types of radiation & nuclides.
- Need for different types of monitoring equipment, limitations of use, awareness of potential changes in environmental conditions and identifying abnormal conditions.
- When conditions change and what actions should be taken.
- Understanding of monitoring radiation conditions during work activities and the process of identifying potential improvements.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- The assumption is made that the person is a trained operative and more training and assessment is necessary to cope with the potential hazards and safety requirements.

The significant learning in this unit is about the uncontrolled hazard and the safety of the plant, equipment and people implicit with this.

This unit requires significant training and input. The actions are clearly defined, with clear limits and reporting lines.

The main outcome of this activity is the monitoring of radiation hazards. The hazards could relate to the activities, equipment, or materials in the workplace.

This activity includes obtaining information on the activities being undertaken, including any risk assessments; identifying any potential radiation hazards and their effects; applying radiation protection systems; identifying and responding to any uncontrolled hazards.

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

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

## Learning Outcome and Assessment Criteria

| Learning outcomes<br>The learner will:                                                        | Assessment criteria<br>The learner can:                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Know how to identify any potential radiation hazards and their effects                     | <ul style="list-style-type: none"><li>1.1. Explain how potential radiation hazards could be identified from activities undertaken in the specified industry in terms of:<ul style="list-style-type: none"><li>a. Types of facilities</li><li>b. Materials</li><li>c. Processes</li></ul></li><li>1.2. List the effects of potential radiation hazards that could occur from activities undertaken in the specified industry</li></ul> |
| 2. Know the radiation protection systems within the organisation                              | List the radiation protection systems within an organisation                                                                                                                                                                                                                                                                                                                                                                          |
| 3. Know how to identify and respond to any uncontrolled hazards                               | <ul style="list-style-type: none"><li>3.1. Describe the structures and procedures within the organisation for responding to uncontrolled hazards, including:<ul style="list-style-type: none"><li>a. Health and Safety requirements</li><li>b. Radiation protection issues</li><li>c. Radiation protection systems</li><li>d. Radiation: types, sources, and hazards</li><li>e. Risk Assessments</li></ul></li></ul>                  |
| 4. Know the statutory requirements, regulations, and standards regarding radiation protection | List the sources of authoritative information on radiation protection, including international, national, and local                                                                                                                                                                                                                                                                                                                   |

|                       |                                                                         |
|-----------------------|-------------------------------------------------------------------------|
| <b>UNIT N226C</b>     | <b>MONITOR RADIATION HAZARDS WITHIN IONISING RADIATION ENVIRONMENTS</b> |
| LEVEL                 | <b>2</b>                                                                |
| CREDIT VALUE          | <b>3</b>                                                                |
| GUIDED LEARNING HOURS | <b>6</b>                                                                |

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## Unit Overview

This unit addresses the skills required to monitor radiation hazards within ionising radiation environments.

## Assessment Guidance and Evidence Requirements

### **Evidence Requirements**

The learner should provide evidence to meet all the assessment criteria within this unit.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Radiation Protection.

If the assessor is unable to observe learners they will identify an expert witness in the workplace who will provide testimony of work-based performance. Usually, the assessor or expert witness will observe learners in real work activities and this should provide most of the evidence for the assessment criteria in this unit.

The learner should provide typical types of evidence for the following Learning Outcomes:

#### *Learning Outcome 1*

Relevant documentation learners have used;

- Health Physics procedures
- Safe system of work/Permit to work
- Risk assessments
- Survey records or schedules
- Report to identify types of work activities

#### *Learning Outcome 2*

Worked examples learners have used to identify radiation hazards and exposure to radioactive materials for at least **three** of the following areas;

- Normal working conditions
- Potential airborne radioactivity
- Potential surface contamination
- High skin doses
- High radiation dose rates

The examples used should include;

- Reference to different types of radiation & nuclides
- A representative number of survey records undertaken during at least **three different tasks**
- A report covering aspects of exposure giving examples of doses accrued and internal/external exposure
- Air sampling results (including calculations)

### *Learning Outcome 3*

Relevant documentation learners have used;

- Health Physics Procedures
- Safe system of work/Permit to work
- Risk Assessments
- Local Rules.
- A report detailing different types of dosimetry available and questioning to ensure learner understanding.
- Operating experience feedback examples that learners have been involved with, lessons learnt and improvements identified.

### *Learning Outcome 4*

- Direct workplace observation of learners monitoring the work activity or carrying out a survey and exercising contamination and radiation dose control measures.
- Worked examples detailing problems learners have identified with the radiation conditions, the monitoring of those conditions (including problems with the monitoring equipment) and the actions taken.

### *Learning Outcome 5*

Relevant documentation learners have used;

- Safe system of work/Permit to work
- Health Physics procedures indicating relevant standards
- Survey report
- Log record showing measured levels against expected standard levels

### **Assessment Guidance**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N226k - How to Monitor Radiation Hazards within Ionising Radiation Environments*.
- The assumption is made that the person is a trained operative and more training and assessment is necessary to cope with the potential hazards and safety requirements.

In this scenario the person does not make any decisions, other than assessing the area efficiently and taking simple, immediate action.

The main outcome of this activity is the monitoring of radiation hazards. The hazards could relate to the activities, equipment, or materials in the workplace.

This activity includes obtaining information on the activities being undertaken, including any risk assessments; identifying any potential radiation hazards and their effects; applying radiation protection systems; identifying and responding to any uncontrolled hazards.

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

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

## Learning Outcome and Assessment Criteria

| <b>Learning outcomes</b>                                                                            | <b>Assessment criteria</b>                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The learner will:</b>                                                                            | <b>The learner can:</b>                                                                                                                                                                                                                                                                                                                                               |
| 1. Be able to obtain information on the activities being undertaken                                 | Obtain all relevant information on the work activities being undertaken and the radioactive materials and equipment being used, including any risk assessments                                                                                                                                                                                                        |
| 2. Be able to identify any potential radiation hazards and their effects                            | Identify any potential radiation hazards resulting from the activities being undertaken, and their potential effects if not controlled                                                                                                                                                                                                                                |
| 3. Be able to apply radiation protection systems                                                    | <ul style="list-style-type: none"><li>3.1. Apply the organisation's radiation protection systems to monitor the radiation hazards</li><li>3.2. Comply with all relevant regulations and standards, and record all relevant actions and outcomes in the appropriate information systems</li></ul>                                                                      |
| 4. Be able to identify any uncontrolled hazards and respond accordingly                             | <ul style="list-style-type: none"><li>4.1. Assess whether the radiation hazards are being suitably controlled by the radiation protection systems</li><li>4.2. Identify any radiation hazards that are not being controlled and promptly take the appropriate action</li><li>4.3. Seek advice to deal with any requirements beyond own technical competence</li></ul> |
| 5. Be able to identify potential improvements to identification and monitoring of radiation hazards | Identify any potential improvements to the identification and monitoring of radiation hazards that could be made                                                                                                                                                                                                                                                      |

# Unit N227k How to Monitor Radiation Conditions During Work Activities

## ***WITHIN IONISING RADIATION ENVIRONMENTS***

|                       |    |
|-----------------------|----|
| LEVEL                 | 2  |
| CREDIT VALUE          | 3  |
| GUIDED LEARNING HOURS | 12 |

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### **Unit Overview**

This unit addresses the knowledge required to monitor radiation conditions during work activities within ionising radiation environments.

### **Assessment Guidance and Evidence Requirements**

#### **Information on use of Assessment Context**

This unit covers standard routine work in general but includes an ability to understand the potential hazards and the actions to take during changes in state.

This activity includes:

- obtaining information on the work activities being undertaken
- identifying the potential radiation hazards and exposure levels
- monitoring the radiation conditions
- comparing the radiation conditions with relevant standards
- identifying any problems with the radiation conditions

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

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

#### **Assessment Guidance and Evidence Requirements**

This unit is subject to the requirements set out in the Cogent Assessment Strategy.

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

- Demonstrate learner understanding of the organisations radiation protection systems & responsibilities.
- Documentation and questioning to demonstrate learner understanding of legal and local exposure limits, relevant Action Levels, the ALARP principle and dose records.
- Demonstrate learner understanding of hierarchy of engineering controls.
- Questioning to demonstrate learner selection of monitoring equipment appropriate to the work, different types of radiation & nuclides.
- Questioning to demonstrate why/when learners would need different types of monitoring equipment, limitations of use, awareness of potential changes in environmental conditions and identifying abnormal

conditions.

- Questioning to demonstrate learner knowledge and understanding of when conditions change and what actions should be taken.
- Witness statement or questioning to ensure learner understanding monitoring radiation conditions during work activities and the process of identifying potential improvements.

### Learning Outcome and Assessment Criteria

| Learning outcomes<br>The learner will:                                                       | Assessment criteria<br>The learner can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Know the potential radiation hazards and exposure levels                                  | <ul style="list-style-type: none"><li>1.1. Explain how potential radiation hazards could be identified from activities undertaken in the specified Industry in terms of:<ul style="list-style-type: none"><li>a. Types of facilities</li><li>b. Materials</li><li>c. Processes</li></ul></li><li>1.2. Describe how Dosimetry Assessments are used to monitor the levels of exposure to radiation from activities undertaken in the specified Industry</li><li>1.3. List the sources of authoritative information on radiation protection</li></ul> |
| 2. Know how to monitor the radiation conditions                                              | Describe the radiation monitoring equipment used within the specified Industry                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3. Know how to compare the radiation conditions with relevant standards                      | <ul style="list-style-type: none"><li>3.1. Describe the structures and procedures within the organisation for monitoring radiation, including:<ul style="list-style-type: none"><li>a. Health and Safety requirements</li><li>b. Radiation protection issues</li><li>c. Radiation protection systems</li><li>d. Radiation: types, sources and hazards</li></ul></li></ul>                                                                                                                                                                          |
| 4. Know the statutory requirements, regulations and standards regarding radiation protection | List the sources of authoritative information on radiation protection, including international, national and local                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## ***Unit N227c Monitor Radiation Conditions During Work Activities Within Ionising Radiation Environments***

|                       |   |
|-----------------------|---|
| LEVEL                 | 2 |
| CREDIT VALUE          | 2 |
| GUIDED LEARNING HOURS | 4 |

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### **Unit Overview**

This unit addresses the skills required to monitor radiation conditions during work activities within ionising radiation environments.

### **Assessment Guidance and Evidence Requirements**

#### **Information on use of Assessment Context**

This activity includes:

- obtaining information on the work activities being undertaken
- identifying the potential radiation hazards and exposure levels
- monitoring the radiation conditions
- comparing the radiation conditions with relevant standards
- identifying any problems with the radiation conditions

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

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

#### **Assessment Guidance and Evidence Requirements**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N227K - How to Monitor Radiation Conditions During Work Activities Within Ionising Radiation Environments*.

The learner should provide typical evidence for the following Learning Outcomes:

#### ***Learning Outcome 1***

Relevant documentation learners have used;

- Health Physics procedures
- Safe system of work/Permit to work
- Risk assessments
- Survey records or schedules
- And/or report to identify types of work activities

### *Learning Outcome 2*

Worked examples learners have used to identify radiation hazards and exposure to radioactive materials for at least **three** of the following areas;

- Normal working conditions
- Potential airborne radioactivity
- Potential surface contamination
- High skin doses
- High radiation dose rates.

The examples used should include;

- Reference to different types of radiation & nuclides
- A representative number of survey records undertaken during at least **three different tasks**
- A report covering aspects of exposure giving examples of doses accrued and internal/external exposure
- Air sampling results (including calculations)

Relevant documentation learners have used;

- Health Physics Procedures
- Safe system of work/Permit to work
- Risk Assessments
- Local Rules

A report detailing different types of dosimetry available and questioning to ensure learner understanding.

Witness statement to identify the consultation process learners used to seek advice from relevant personnel (e.g. Supervisor, Radiation Protection Supervisor (RPS), Radiation Protection Adviser (RPA)).

### *Learning Outcome 3*

Direct workplace observation of learners monitoring the work activity or carrying out a survey and exercising contamination and radiation dose control measures.

### *Learning Outcome 4*

Relevant documentation learners have used;

- Safe system of work/Permit to work
- Health Physics procedures indicating relevant standards
- Survey report
- Log record showing measured levels against expected standard levels

### *Learning Outcome 5*

Worked examples detailing problems learners have identified with the radiation conditions, the monitoring of those conditions (including problems with the monitoring equipment) and the actions taken by learners.

Operating experience feedback examples that learners have been involved with, lessons learnt and improvements identified.

Example of completed sets of records detailing learner involvement that is relevant to the process.

## Learning Outcome and Assessment Criteria

| Learning outcomes<br>The learner will:                                     | Assessment criteria<br>The learner can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to obtain information on the work activities being undertaken   | Obtain information on the type of work activities being undertaken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2. Be able to identify the potential radiation hazards and exposure levels | <ul style="list-style-type: none"><li>2.1. Identify the potential radiation hazards and exposure to radioactive materials arising from the work activities being undertaken</li><li>2.2. Obtain information about the use of:<ul style="list-style-type: none"><li>a. Radiation protection systems</li><li>b. Personal protective equipment</li><li>c. Personal radiation or contamination exposure limits</li><li>d. Any other applicable control measures</li></ul></li><li>2.3. Seek advice to deal with any requirements beyond own technical competence</li></ul> |
| 3. Be able to monitor the radiation conditions                             | <ul style="list-style-type: none"><li>3.1. Select suitable monitoring equipment for the radiation conditions during the work activities</li><li>3.2. Monitor the radiation conditions by using the appropriate monitoring equipment at suitable times during the work activities</li></ul>                                                                                                                                                                                                                                                                             |
| 4. Be able to compare the radiation conditions with relevant standards     | Compare the measured levels of radiation with the relevant standards for the work being undertaken                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 5. Be able to identify any problems with the radiation conditions          | <ul style="list-style-type: none"><li>5.1. Identify any problems with the radiation conditions and take the appropriate action</li><li>5.2. Identify any potential improvements in the way the radiation conditions could be monitored</li><li>5.3. Comply with all relevant regulations and standards and record all relevant actions and outcomes in the appropriate information systems</li></ul>                                                                                                                                                                   |

# ***RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS***

|                       |    |
|-----------------------|----|
| LEVEL                 | 2  |
| CREDIT VALUE          | 2  |
| GUIDED LEARNING HOURS | 16 |

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## **Unit Overview**

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

## **Assessment Guidance and Evidence Requirements**

### **Information on use of Assessment Context**

Significant extra training is required to understand about personal protection, including behaviour in controlled areas.

The training and practice support the person in completing well-defined routine tasks and coping with straightforward problems.

The main outcome of this activity is the monitoring of people's exposure to radiation during specific work activities.

This activity includes obtaining information on the work activities being undertaken, and the potential exposure level; monitoring the radiation doses received by workers; identifying any problems, and suggesting improvements.

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

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

### **Assessment Guidance and Evidence Requirements**

This unit is subject to the requirements set out in the Cogent Assessment Strategy.

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

Questioning to demonstrate learner selection of monitoring equipment appropriate to the work, different types of radiation & nuclides.

Questioning to demonstrate why/when learners would need different types of monitoring equipment, limitations of use, awareness of potential changes in environmental conditions and identifying abnormal conditions.

Questioning to demonstrate learner knowledge and understanding of when conditions change and what actions should be taken.

Questioning to demonstrate learner understanding and relevance of;

- Action levels/hold points
- Dose records
- Survey reports

Witness statement or questioning to ensure learner understanding of monitoring people during work activities and the process of identifying potential improvements.

### Learning Outcome and Assessment Criteria

| Learning outcomes                                                                                   | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                   | The learner can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1. Know how the potential exposure level may vary with the type of work activities being undertaken | <ul style="list-style-type: none"><li>1.1. Explain how potential exposure levels vary from activities undertaken in the specified Industry in terms of:<ul style="list-style-type: none"><li>a. Types of facilities</li><li>b. Materials</li><li>c. Processes</li></ul></li><li>1.2. Describe the structures and procedures within the organisation for monitoring radiation, including:<ul style="list-style-type: none"><li>a. Health and Safety requirements</li><li>b. Radiation protection issues</li><li>c. Radiation protection systems</li><li>d. Radiation: types, sources and hazards</li></ul></li><li>1.3. List the sources of authoritative information on radiation protection</li></ul> |
| 2. Know how to monitor the radiation doses received by workers                                      | <ul style="list-style-type: none"><li>2.1. Explain how the levels of exposure to radiation are monitored through Dosimetry Assessments</li><li>2.2. Describe the Radiation monitoring equipment used within the specified Industry</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3. Know the statutory requirements, regulations and standards regarding radiation protection        | List the sources of authoritative information on radiation protection, including international, national and local                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

# ***RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS***

|                       |   |
|-----------------------|---|
| LEVEL                 | 2 |
| CREDIT VALUE          | 2 |
| GUIDED LEARNING HOURS | 4 |

---

## **Unit Overview**

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

## **Assessment Guidance and Evidence Requirements**

### **Information on use of Assessment Context**

The person should complete well defined tasks using relevant skills and take responsibilities for actions and judgements.

The main outcome of this activity is the monitoring of people's exposure to radiation during specific work activities.

This activity includes obtaining information on the work activities being undertaken, and the potential exposure level; monitoring the radiation doses received by workers; identifying any problems, and suggesting improvements.

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

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

### **Assessment Guidance and Evidence Requirements**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N228K - How to Monitor People During Radiation-Related Work Activities Within Ionising Radiation Environments*.

The learner should provide typical evidence for the following Learning Outcomes:

#### ***Learning Outcome 1***

Relevant documentation learners have used;

- Health Physics procedures
- Safe system of work/Permit to work
- Risk assessments
- Survey records or schedules

- And/or report to identify types of work activities

#### *Learning Outcome 2*

Direct workplace observation of learners monitoring the work activity and personnel and exercising contamination and radiation dose control measures.

Example of completed sets of records detailing learner involvement that is relevant to the process.  
At least 3 different tasks to be covered using a range of instruments

### *Learning Outcome 3*

Worked examples detailing problems learners have revealed by the monitoring of radiation (including problems with the monitoring equipment) and the actions taken.

Operating experience feedback examples that learners have been involved with, lessons learnt and improvements identified.

Witness statement to identify the consultation process learners used to seek of advice from relevant personnel (e.g. Supervisor, Radiation Protection Supervisor (RPS), Radiation Protection Adviser (RPA)).

### **Learning Outcome and Assessment Criteria**

| <b>Learning outcomes</b>                                                                                                  | <b>Assessment criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The learner will:</b>                                                                                                  | <b>The learner can:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1. Be able to obtain information on the work activities being undertaken and their impact on the potential exposure level | Obtain information on the type of radiation-related work activities being undertaken                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2. Be able to monitor the radiation doses received by workers                                                             | 2.1. Select suitable radiation monitoring equipment for monitoring the exposure of people undertaking the work activities<br><br>2.2. Undertake personnel monitoring during or after the work activities according to organisational procedures<br><br>2.3. Monitor the dose received by people undertaking the radiation-related work activities by using the appropriate systems<br><br>2.4. Comply with all relevant regulations and standards, and record all relevant actions and outcomes in the appropriate information systems |
| 3. Be able to identify any problems and suggest improvements                                                              | 3.1. Ensure that any problems revealed by the monitoring of radiation are identified and appropriate action taken according to organisational procedures<br><br>3.2. Identify any potential improvements in the way personnel monitoring could be undertaken<br><br>3.3. Seek advice to deal with any requirements beyond own technical competence                                                                                                                                                                                     |

# Unit N229k How to Monitor Environmental Conditions During Radiation- ***RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS***

|                       |    |
|-----------------------|----|
| LEVEL                 | 2  |
| CREDIT VALUE          | 3  |
| GUIDED LEARNING HOURS | 18 |

---

## **Unit Overview**

This unit addresses the knowledge required to monitor environmental conditions during radiation-related work activities within ionising radiation environments.

## **Assessment Guidance and Evidence Requirements**

### **Information on use of Assessment Context**

Legislation and knowledge of the potential release of gaseous, solid and liquids to the atmosphere need to be covered, plus how to monitor for this.

The work is routine, to prescribed procedures and minimal autonomy.

The main outcome of this activity is the monitoring of the exposure of the internal and external environment to radiation during radiation-related work activities.

This activity includes obtaining information on the work activities being undertaken, and the potential exposure level; monitoring the radiation released to the environment; identifying any problems, and suggesting improvements.

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

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

### **Assessment Guidance and Evidence Requirements**

This unit is subject to the requirements set out in the Cogent Assessment Strategy.

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

- Questioning to demonstrate learner selection of monitoring equipment appropriate to the work, different types of radiation & nuclides.
- Questioning to demonstrate why/when learners would need different types of monitoring equipment, limitation of use, awareness of potential changes in environmental conditions and identifying abnormal conditions.
- Questioning to demonstrate learner knowledge and understanding of when conditions change and what actions should be taken.
- Witness statement or questioning to ensure learner understanding of monitoring environmental condition and the process of identifying potential improvements.

## Learning Outcome and Assessment Criteria

| Learning outcomes                                                                                                              | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                                              | The learner can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1. Know how the potential for radiation released to the environment can vary with the type of work activities being undertaken | <ul style="list-style-type: none"><li>1.1. Explain how the potential for radiation released to the environment can vary from activities undertaken in the specified Industry in terms of:<ul style="list-style-type: none"><li>a. Types of facilities</li><li>b. Materials</li><li>c. Processes</li></ul></li><li>1.2. Describe the structures and procedures within the organisation for monitoring radiation, including;<ul style="list-style-type: none"><li>a. Health and Safety requirements</li><li>b. Radiation protection issues</li><li>c. Radiation protection systems</li><li>d. Radiation: types, sources, and hazards</li></ul></li><li>1.3. Identify and locate sources of authoritative information on radiation protection</li></ul> |
| 2. Know how to monitor the radiation released to the environment                                                               | <ul style="list-style-type: none"><li>2.1. Explain how the levels of exposure to radiation are monitored through Dosimetry Assessments</li><li>2.2. Describe the radiation monitoring equipment used within the specified Industry</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Know the statutory requirements, regulations, and standards regarding radiation released to the environment                 | List the sources of authoritative information on radiation protection, including international, national, and local                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Unit N229c Monitor Environmental Conditions During Radiation-

# ***RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS***

|                       |   |
|-----------------------|---|
| LEVEL                 | 2 |
| CREDIT VALUE          | 3 |
| GUIDED LEARNING HOURS | 6 |

---

### **Unit Overview**

This unit addresses the skills required to monitor environmental conditions during radiation-related work activities within ionising radiation environments.

### **Assessment Guidance and Evidence Requirements**

#### **Information on use of Assessment Context**

Environmental legislation and off-site monitoring are extra to the norm. A greater emphasis on practise is necessary.

The monitoring work is standard and clearly prescribed. An ability to respond to changes in the environment is required.

The main outcome of this activity is the monitoring of the exposure of the internal and external environment to radiation during radiation-related work activities.

This activity includes obtaining information on the work activities being undertaken, and the potential exposure level; monitoring the radiation released to the environment; identifying any problems, and suggesting improvements.

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

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

#### **Assessment Guidance and Evidence Requirements**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N229K - How to Monitor Environmental Conditions During Radiation-Related Work Activities within Ionising Radiation Environments*.

The learner should provide typical evidence for the following Learning Outcomes:

#### ***Learning Outcome 1***

Relevant documentation learners have used;

- Health Physics procedures

- Safe system of work/permit to work
- Risk assessments
- Sample records or schedules
- And/or report to identify types of work activities

### *Learning Outcome 2*

Direct workplace observation of learners undertaking environmental monitoring after the work activity and exercising contamination and radiation dose control measures, for three different tasks

Relevant documentation learners have used;

- Sample records
- Use of equipment/calculations of discharges

### *Learning Outcome 3*

Worked examples detailing problems learners have revealed by the environmental monitoring (including problems with the monitoring equipment) and the actions taken.

Operating experience feedback examples that learners have been involved with, lessons learnt and improvements identified.

Example of completed sets of records detailing learner involvement that is relevant to the process.

### **Learning Outcome and Assessment Criteria**

| <b>Learning outcomes</b>                                                                                                  | <b>Assessment criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The learner will:</b>                                                                                                  | <b>The learner can:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1. Be able to obtain information on the work activities being undertaken and their impact on the potential exposure level | Obtain information on the type of radiation-related work activities being undertaken                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2. Be able to monitor the radiation released to the environment                                                           | <ul style="list-style-type: none"><li>2.1. Select suitable radiation monitoring equipment for monitoring the exposure of people undertaking the work activities</li><li>2.2. Undertake environmental monitoring during or after the work activities according to organisational procedures</li><li>2.3. Monitor the dose received by the environment using the appropriate systems</li><li>2.4. Comply with all relevant regulations and standards, and record all relevant actions and outcomes in the appropriate information systems</li></ul> |
| 3. Be able to identify any problems and suggest improvements                                                              | <ul style="list-style-type: none"><li>3.1. Ensure that any problems revealed by the monitoring of radiation are identified and appropriate action taken according to organisational procedures</li><li>3.2. Identify any potential improvements in the way environmental monitoring could be undertaken</li><li>3.3. Seek advice to deal with any requirements beyond own technical competence</li></ul>                                                                                                                                          |

## Unit N230k How to Test the Functioning

# ***OF RADIATION PROTECTION EQUIPMENT WITHIN IONISING RADIATION ENVIRONMENTS***

|                       |    |
|-----------------------|----|
| LEVEL                 | 2  |
| CREDIT VALUE          | 3  |
| GUIDED LEARNING HOURS | 24 |

---

### **Unit Overview**

This unit addresses the knowledge required to test the functioning of radiation protection equipment within ionising radiation environments.

### **Assessment Guidance and Evidence Requirements**

#### **Information on use of Assessment Context**

This unit requires involved training and assessment to cope with range of equipment used, but specifically to learn about and deal with radioactive sources for calibration.

The person should understand the information, facts and procedures to complete the testing and interpret the results. The unit requires routine work.

The main outcome of this activity is the functional testing of radiation protection equipment. The equipment will most likely be either fixed or portable monitoring equipment.

This activity includes obtaining information on the equipment; examining the equipment and following testing procedures; identifying any problems and confirming that it works correctly.

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

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

#### **Assessment Guidance and Evidence Requirements**

This unit is subject to the requirements set out in the Cogent Assessment Strategy.

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

Questioning to demonstrate learner knowledge and understanding of installed and portable radiation protection equipment in the workplace.

Questioning to demonstrate learner knowledge of;

- Expected radiation protection equipment response
- Environmental conditions that could affect radiation protection equipment response
- Fault diagnosis
- Fault finding and reporting

- Quarantine procedures

Witness statement or questioning to ensure learner understanding of function testing of radiation protection equipment and the process of identifying potential improvements.

### Learning Outcome and Assessment Criteria

| Learning outcomes<br>The learner will:                                                           | Assessment criteria<br>The learner can:                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Know the types of functional tests performed on radiation protection equipment                | <ul style="list-style-type: none"><li>1.1. Describe the types of fixed or portable radiation monitoring equipment used in activities undertaken by the specified Industry in terms of:<ul style="list-style-type: none"><li>a. Types of facilities</li><li>b. Materials</li><li>c. Processes</li></ul></li><li>1.2. Describe the types of functional tests performed on radiation protection equipment</li></ul>                                      |
| 2. Know how to examine the equipment and follow testing procedures                               | <ul style="list-style-type: none"><li>2.1. Explain the maintenance procedures for radiation protection equipment</li><li>2.2. Describe the structures and procedures within the organisation for testing procedures on radiation protection equipment, including:<ul style="list-style-type: none"><li>a. Health and Safety requirements</li><li>b. Radiation protection systems</li><li>c. Radiation: types, sources and hazards</li></ul></li></ul> |
| 3. Know how equipment conforms to all relevant statutory requirements, regulations and standards | <ul style="list-style-type: none"><li>3.1. List the sources of authoritative information on radiation protection, including international, national and local</li></ul>                                                                                                                                                                                                                                                                               |

## Unit N230c Test the Functioning of

# ***RADIATION PROTECTION EQUIPMENT WITHIN IONISING RADIATION ENVIRONMENTS***

|                       |   |
|-----------------------|---|
| LEVEL                 | 2 |
| CREDIT VALUE          | 3 |
| GUIDED LEARNING HOURS | 8 |

---

### **Unit Overview**

This unit addresses the skills required to test the functioning of radiation protection equipment within ionising radiation environments.

### **Assessment Guidance and Evidence Requirements**

#### **Information on use of Assessment Context**

The person will be working to clearly defined procedures using relevant skills and information for routine work.

The main outcome of this activity is the functional testing of radiation protection equipment. The equipment will most likely be either fixed or portable monitoring equipment.

This activity includes obtaining information on the equipment; examining the equipment and following testing procedures; identifying any problems and confirming that it works correctly.

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

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

### **Assessment Guidance and Evidence Requirements**

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking N230K - *How to Test the Functioning of Radiation Protection Equipment Within Ionising Radiation Environments*.

The learner should provide typical evidence for the following Learning Outcomes:

#### ***Learning Outcome 1***

Relevant documentation learners have used from which instruction has been taken;

- Manufacturers operating and technical manuals
- Maintenance schedules
- Calibration procedures
- Local work procedures

### *Learning Outcome 2*

Direct workplace observation of learners function testing radiation protection equipment which should include;

- Radioactive source handling and control
- Operation of the radiation protection equipment

At least three different types of equipment, both fixed and portable, must be covered, and three problems resolved

Relevant documentation learners have used from which instruction has been taken;

- Manufacturers operating and technical manuals
- Calibration procedures
- Local work procedures

### *Learning Outcome 3*

Relevant documentation learners have used from which instruction has been taken;

- Repair/servicing procedures
- Investigation reports

Operating experience feedback examples that learners have been involved with, lessons learnt and improvements identified.

Witness statement to identify the consultation process learners used to seek advice from relevant personnel (e.g. Supervisor, Radiation Protection Supervisor (RPS), Radiation Protection Adviser (RPA)).

Example of completed sets of records detailing learner involvement that is relevant to the process.

### Learning Outcome and Assessment Criteria

| Learning outcomes<br>The learner will:                                                                  | Assessment criteria<br>The learner can:                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Be able to obtain information on the radiation protection equipment and appropriate function testing | 1.1. Identify which radiation protection equipment and functions need to be tested<br><br>1.2. Obtain information on the established functional testing procedures and schedule for the radiation protection equipment                                                                                                                                                                                                                                           |
| 2. Be able to examine the equipment, following testing procedures                                       | 2.1. Functionally test the radiation protection equipment according to the established functional testing procedures<br><br>2.2. Determine whether the radiation protection equipment is working according to specified parameters                                                                                                                                                                                                                               |
| 3. Be able to identify and correct any problems                                                         | 3.1. Identify any problems with the radiation protection equipment and take the appropriate action<br><br>3.2. Identify any potential improvements in the functional testing procedures or schedule that could be made<br><br>3.3. Seek advice to deal with any requirements beyond own technical competence<br><br>3.4. Comply with all relevant regulations and standards, and record all relevant actions and outcomes in the appropriate information systems |

## Optional Units

### Unit N231k How to Undertake Radiation-Related Work Activities Within Ionising Radiation Environments

|                       |    |
|-----------------------|----|
| LEVEL                 | 2  |
| CREDIT VALUE          | 2  |
| GUIDED LEARNING HOURS | 12 |

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#### **Unit Overview**

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

#### **Assessment Guidance and Evidence Requirements**

##### **Information on use of Assessment Context**

This unit requires training and practise for the different hazards and the personal protective equipment, including contamination and control clothing.

The person should understand and implement standard procedures, maintain up to date information and communicate with work colleagues.

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

This activity includes obtaining information on the work activities that are required; identifying radiation hazards that are involved in the work; using personal protective equipment and radiation protection systems; assisting colleagues; undertaking the work activities; identifying and reporting any problems.

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

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

##### **Assessment Guidance and Evidence Requirements**

This unit is subject to the requirements set out in the Cogent Assessment Strategy.

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

Discussion with assessor to demonstrate learner understanding of the organisations radiation protection systems & responsibilities.

Demonstrate learner understanding of the use of PPE in different conditions. Relevant documentation learners have used;

- Health Physics procedures
- Safe system of work/permit to work
- Risk assessments
- Survey records or schedules

- Local Rules
- And/or report to identify types of work activities

Witness statement or questioning to ensure learners understanding of working with radiation and the process of identifying potential improvements.

### Learning Outcome and Assessment Criteria

| Learning outcomes                                                                            | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                            | The learner can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1. Know how to identify radiation hazards that are involved in the work                      | <p>1.1. Explain how potential radiation hazards vary from work activities undertaken in the specified Industry in terms of:</p> <ul style="list-style-type: none"><li>a. Types of facilities</li><li>b. Materials</li><li>c. Processes</li></ul> <p>1.2. Describe the structures and procedures within the organisation for undertaking radiation-related work activities, including:</p> <ul style="list-style-type: none"><li>a. Health and Safety requirements</li><li>b. Use of Personal Protective Equipment</li><li>c. Radiation protection systems</li><li>d. Radiation: types, sources and hazards</li></ul> |
| 2. Know how to use personal protective equipment and radiation protection systems            | <p>2.1. Describe different items of Personal Protective Equipment and the purposes for which they are used</p> <p>2.2. Describe the radiation protection systems used within the specified Industry</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3. Know the statutory requirements, regulations and standards regarding radiation protection | List the sources of authoritative information on radiation protection, including international, national and local                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                       |                                                                                           |
|-----------------------|-------------------------------------------------------------------------------------------|
| <b>UNIT N231C</b>     | <b>UNDERTAKE RADIATION-RELATED WORK ACTIVITIES WITHIN IONISING RADIATION ENVIRONMENTS</b> |
| LEVEL                 | 2                                                                                         |
| CREDIT VALUE          | 2                                                                                         |
| GUIDED LEARNING HOURS | 4                                                                                         |

---

### Unit Overview

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

### Assessment Guidance and Evidence Requirements

#### Information on use of Assessment Context

This is normal work that all operatives undertake. Practise and assessment is required to maintain specific standards.

The learner will be working to clearly defined procedures and systems. There must be an ability to take and interpret information and communicate with colleagues.

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

This activity includes obtaining information on the work activities that are required; identifying radiation hazards that are involved in the work; using personal protective equipment and radiation protection systems; assisting colleagues; undertaking the work activities; identifying and reporting any problems.

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

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

#### Assessment Guidance and Evidence Requirements

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking *N231K - How to Undertake Radiation-Related Work Activities within Ionising Radiation Environments*.

The learner should provide typical evidence for the following Learning Outcomes:

#### *Learning Outcome 1*

Relevant documentation learners have used;

- Health Physics procedures
- Safe system of work/permit to work
- Risk assessments
- Survey records or schedules
- Local Rules
- And/or report to identify types of work activities

### *Learning Outcome 2*

Worked examples covering detailed outline of the radiation hazards associated with the work learners undertook for at least three of the following;

- Normal working conditions
- Potential airborne radioactivity
- Potential surface radioactive contamination
- High skin doses
- High radiation dose rates

The examples used should include reference to different types of radiation & nuclides.

### *Learning Outcome 3*

Relevant documentation learners have used;

- Health Physics Procedures
- Safe system of work/Permit to work
- Risk assessments
- Local Rules

Worked examples to showing learner involvement in identifying suitable types of Personal Protective Equipment (PPE) used and their purpose.

Work place observation of correct use PPE.

At least three different tasks must be completed covering two different contamination levels involving use of breathing apparatus

### *Learning Outcome 4*

Workplace observation of learners assisting others in the correct use of PPE e.g. dressing/undressing.

### *Learning Outcome 5*

Workplace observation of learners undertaking tasks to the required standards. Evidence can be taken from log reports or other related task sheets.

Workplace observation of learner involvement in clean up and waste disposal activities demonstrating an understanding of organisational procedures, legal requirements for control, disposal and minimisation of radioactive waste.

### *Learning Outcome 6*

Worked examples showing where learners were involved in identifying where safety requirements have not been complied with and the actions learners took.

This could include investigation report.

Worked examples detailing problems learners have identified with the radiation protection systems and the actions taken.

Operating experience feedback examples that learners have been involved with, lessons learnt and improvements identified.

Example of completed sets of records detailing learners' involvement that is relevant to the process.

## Learning Outcome and Assessment Criteria

| Learning outcomes                                                                | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                | The learner can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1. Be able to obtain information on the work activities that are required        | Obtain clear information on the radiation-related work activity being undertaken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2. Be able to identify radiation hazards that are involved in the work           | Identify the radiation hazards that are involved in the radiation-related work activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3. Be able to use personal protective equipment and radiation protection systems | <ul style="list-style-type: none"><li>3.1. Confirm the availability and functioning of the radiation protection systems that are used during the radiation-related work activity</li><li>3.2. Identify and use suitable personal protective equipment and procedures for the radiation hazards encountered during the radiation-related work activity</li></ul>                                                                                                                                                                                                                                    |
| 4. Be able to assist colleagues                                                  | Assist colleagues to use the appropriate personal protective equipment and procedures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5. Be able to undertake the work activities                                      | <ul style="list-style-type: none"><li>5.1. Undertake the radiation-related work activities according to the specified requirements</li><li>5.2. Clean up work areas and dispose of all waste after the completion of the radiation-related work activity according to organisational procedures</li></ul>                                                                                                                                                                                                                                                                                          |
| 6. Be able to identify and report any problems                                   | <ul style="list-style-type: none"><li>6.1. Identify situations where safety requirements are not being complied with, and report them to an appropriate colleague</li><li>6.2. Report any problems with the radiation protection systems to the appropriate people according to organisational procedures</li><li>6.3. Identify any potential improvements in the way that the radiation-related work activity could be carried out</li><li>6.4. Comply with all relevant regulations and standards, and record all relevant actions and outcomes in the appropriate information systems</li></ul> |

## ***Unit N232k How to Record Information on Radiation Protection Within Ionising Radiation Environments***

|                       |    |
|-----------------------|----|
| LEVEL                 | 2  |
| CREDIT VALUE          | 2  |
| GUIDED LEARNING HOURS | 16 |

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### **Unit Overview**

This unit addresses the knowledge required to record information on radiation protection within ionising radiation environments.

#### **Assessment Guidance and Evidence Requirements**

##### **Information on use of Assessment Context**

This unit deals with extra training identified for the types of records and the complexity of the system.

The learner will be applying standard procedures for well defined tasks and there will be a clear understanding of records to be filed, maintained and retrieved.

The main outcome of this activity is the recording of information relating to radiation protection.

This activity includes identifying the information that needs to be recorded; producing and maintaining records; securing records, and restricting access to them.

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

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

##### **Assessment Guidance and Evidence Requirements**

This unit is subject to the requirements set out in the Cogent Assessment Strategy.

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

Discussion with the assessor giving clear reasons as to why information is recorded.

Discussion with the assessor to demonstrate learner knowledge of the need for the storage & retention of records as per organisational requirements.

Discussion with the assessor to demonstrate learner knowledge of procedures for the correct storage & retention of records as per organisational requirements.

Discussion or worked example in which learners have been involved to identify potential problems the maintenance and security of records and what action was taken.

## Learning Outcome and Assessment Criteria

| Learning outcomes<br>The learner will:                                                       | Assessment criteria<br>The learner can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Know how to identify the information that needs to be recorded                            | <ul style="list-style-type: none"><li>1.1. Describe the types of information on radiation protection that need to be recorded in the specified Industry in terms of the following:<ul style="list-style-type: none"><li>a. Types of facilities</li><li>b. Materials</li><li>c. Processes</li></ul></li><li>1.2. Describe the structures and procedures within the organisation for recording radiation information on radiation protection, including:<ul style="list-style-type: none"><li>a. Health and Safety requirements</li><li>b. Radiation protection issues</li><li>c. Radiation protection systems</li><li>d. Radiation: types, sources and hazards</li></ul></li></ul> |
| 2. Know how to produce and maintain records                                                  | <ul style="list-style-type: none"><li>2.1. Explain the communication and presentation methods required for recording radiation information</li><li>2.2. Describe the types of information systems used for recording radiation information</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3. Know how to secure records and restrict access to them                                    | Explain how to secure records and restrict access to them using appropriate information systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4. Know the statutory requirements, regulations and standards regarding radiation protection | <ul style="list-style-type: none"><li>4.1. List the sources of authoritative information on radiation protection, including international, national and local</li><li>4.2. Detail the statutory requirements, regulations and standards, including international, national and local</li></ul>                                                                                                                                                                                                                                                                                                                                                                                    |

|                       |                                                                                   |
|-----------------------|-----------------------------------------------------------------------------------|
| UNIT N232C            | RECORD INFORMATION ON RADIATION PROTECTION WITHIN IONISING RADIATION ENVIRONMENTS |
| LEVEL                 | 2                                                                                 |
| CREDIT VALUE          | 2                                                                                 |
| GUIDED LEARNING HOURS | 8                                                                                 |

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### Unit Overview

This unit addresses the skills required to record information on radiation protection within ionising radiation environments.

### Assessment Guidance and Evidence Requirements

#### Information on use of Assessment Context

All radiation contamination records on Nuclear Sites are termed 'life time records' and are retained for the life of the organisation, so the record systems become enormous. Staff need to be trained and assessed on a large, complex record system to record, store and retrieve.

The person will be working to clearly defined procedures within a closely regulated system and there will be no ability to change these systems.

The main outcome of this activity is the recording of information relating to radiation protection.

This activity includes identifying the information that needs to be recorded; producing and maintaining records; securing records, and restricting access to them.

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

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

#### Assessment Guidance and Evidence Requirements

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- This unit is subject to the requirements set out in the Cogent Assessment Strategy.
- This unit should not be taken prior to taking N232K - *How to Record Information on Radiation Protection Within Ionising Radiation Environments*.

The learner should provide typical evidence for the following Learning Outcomes:

#### *Learning Outcome 1*

Relevant documentation learners have used;

- Health Physics procedures
- Health Physics records e.g. air samples, surveys, and source accountancy
- Example of completed sets of records detailing learner involvement that is relevant to the process.

#### *Learning Outcome 2*

Copies of records produced by learners that are clear, complete and legible.

Learning Outcome 3

Demonstrate to assessor the understanding of the need for storage & retention of records as per the organisational requirements

Demonstrate to assessor the access procedures for the correct storage retention of records as per organisational requirements

Evidence of involvement in identifying potential problems with the maintenance and security of records, and the action taken

Learning Outcome and Assessment Criteria

| Learning outcomes                                                | Assessment criteria                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                | The learner can:                                                                                                                                                                                                                                                                                                                                                                  |
| 1. Be able to identify the information that needs to be recorded | 1.1. Identify the information relevant to radiation protection that needs to be recorded<br><br>1.2. Comply with all relevant regulations and standards, and record all relevant actions and outcomes in the appropriate information systems                                                                                                                                      |
| 2. Be able to produce and maintain records                       | Produce records on radiation protection that are clear, complete and legible                                                                                                                                                                                                                                                                                                      |
| 3. Be able to secure records and restrict access to them         | 3.1. Maintain and secure records on radiation protection according to the requirements of the information management systems<br><br>3.2. Restrict access to the records on radiation protection according to the requirements of the information management systems<br><br>3.3. Identify any problems with the maintenance and security of records and inform the relevant people |

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

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

Approved Centres should familiarise themselves with the structure and content of the GQA Knowledge Qualification before designing an appropriate course and are also advised to consider the knowledge and understanding requirements of any linked qualifications (e.g S/NVQ's, qualifications, essential skills).

GQA does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the Technical Certificate / Knowledge Qualification are met, trainers / assessors / teachers may design courses of study in any way that they feel best meets the needs and capabilities of the candidates

## **1. Equality of Opportunity**

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

## **2. Recognised/ Approved Assessment Centres**

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

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

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

## **2.2 Assessors and Verifiers**

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Similarly Internal and EQAs must be competent to make qualitative judgements.

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

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in External Quality Assurance and hold the EQA national award

GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and

/ or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

### 2.3 Centre Approval, Monitoring Reviews and Quality Assurance

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

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

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

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

a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)

- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

### 3. Qualification / Unit of Credit Candidates

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

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

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required

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

### 4. Evidence

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

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

The evidence the candidate brings forward is primarily evidence of what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and could incorporate practical skills in addition to primary evidence of knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

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

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

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

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence The answer can only be (one of):
- yes (the candidate has achieved)
- no (the candidate has not yet achieved)
- there is insufficient evidence to make a decision

#### Acceptable evidence

Knowledge evidence Being able to achieve a standard requires the ability to put knowledge to work. The qualification and

/ or unit of credit indicate the knowledge each person should use if they are to perform competently.

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

It should not be necessary to test all of the candidate's knowledge separately. Performance evidence could show that the candidate knows what he or she is doing.

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One

is called product evidence and the other process evidence. Product evidence is tangible - you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

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

Performance evidence may be acceptable if the candidate is working in a glass or glass related environment Simulation - from circumstances specially designed to enable the candidate's knowledge and / or performance to be assessed. 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.

The centre must obtain GQA EQA approval for the use of simulation.  
Recommended Evidence

Personal Profile - A personal profile is helpful both to the qualification candidate and those involved in assessing and/or verifying competence and the use of such a document should be encouraged.

Candidates new to the sector and working primarily in an off-the-job learning environment will develop/compile a personal profile during the implementation of the Technical Certificate / Knowledge Qualification. Whilst it may not be immediately evident with the help of centre staff, the candidate may be able to identify some auditable prior skills and / or knowledge that may be transferable to the glass related occupational role.

Candidates already in employment in the sector will be able to provide a relevant personal profile and be able to demonstrate aspects of their skills/knowledge using real workplace experiences.

Evidence Guide/Brief - This section is intended to provide a guide for any training plans, reports or assignments produced to support the implementation of the Technical Certificate / Knowledge Qualification. Report / Assignment topics should reflect activities from the occupational area chosen and should be agreed by both candidate and assessor.

1. Introduction - Provide an explanation of the proposed assignment activity and its expected outcome.
2. Preparatory Work - This section should cover the actions and issues required prior to carrying out the main practical activity.
3. Practical Work - This will incorporate a step-by-step account of the practical activity incorporating appropriate

quality  
procedures.

4. Quality Review - This will incorporate an account of the relevant quality checks in relation to the anticipated outcome

e.g. in terms of product and/or customer expectations.

NB1: The above will take account of the prescribed format of the practical activities and underpinning knowledge requirements as described within the qualification booklet (standard and assessment guidance).

NB2 All of the above stages will incorporate individually as appropriate:

- Health and Safety regulations and requirements
- Products, materials and equipment
- Handling products and materials e.g. movement of and storage of, hazardous and non-hazardous materials
- Communications including working relationships, information systems, locating and recording
- Standard operating procedures
- Quality issues as appropriate e.g. systems and checks
- Problems, their repercussions and resolution

In terms of content, language and requirements, evidence within a Technical Certificate / Knowledge Qualification portfolio of evidence should satisfy terms such as explain, report, identify and investigate. In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate has the knowledge to meet the requirements of the qualification and / or unit of credit? NB: Further guidance on acceptable evidence on each qualification can be found in the Introduction to the Qualification page of this candidate booklet.

# Candidate Declaration

Candidate

Name.....  
...

Centre/Company

Name.....

Assessor(s)

Name(s).....

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

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

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

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

Candidate signature.....

Date.....

# Production/Process Activity Guideline

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

| Production/Process Activity Relevant to the Achievement of this Qualification | Contributory to: Units/Elements |
|-------------------------------------------------------------------------------|---------------------------------|
|                                                                               |                                 |
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|-------------------|-------------------------------------------------------------------|----------------|------------------|
| <b>F/618/5583</b> | <b>Understanding of Advanced Driver Assistance Systems (ADAS)</b> | <b>Level 3</b> | <b>4 Credits</b> |
| <b>AD01</b>       |                                                                   |                |                  |

The aim of this unit is to ensure the candidate has an understanding of ADAS, including different types of systems, sensors, and functions. Candidates must also prove their understanding of the calibration techniques, equipment, and processes, including record keeping.

Additionally, candidates will be required to show knowledge of some of the problems that can occur with ADAS

| Learning outcome. The learner will:                                                        | Assessment criteria. The learner can:                                                                                                                                                                   | Evidence.Ref.No |  |  |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--|--|
| 1. Know the types of ADAS present in vehicles and how to deal with these                   | 1.1 Give TWO examples of ADAS fitted to vehicles and how these can reduce accidents                                                                                                                     |                 |  |  |
|                                                                                            | 1.2 Explain how to identify the presence of ADAS, to include:<br>-visual checks<br>-technology                                                                                                          |                 |  |  |
|                                                                                            | 1.3 List 3 different types of sensor used in ADAS and the features they support                                                                                                                         |                 |  |  |
|                                                                                            | 1.4 Explain how to determine which ADAS functions require calibration                                                                                                                                   |                 |  |  |
|                                                                                            | 1.5 Explain where to find up-to-date accurate information on ADAS and calibration                                                                                                                       |                 |  |  |
|                                                                                            | 1.6 Explain what information the customer must be made aware of prior to arranging the work                                                                                                             |                 |  |  |
| 2. Understand calibration                                                                  | 2.1 List TWO types of calibration                                                                                                                                                                       |                 |  |  |
|                                                                                            | 2.2 Explain the difference between these types                                                                                                                                                          |                 |  |  |
|                                                                                            | 2.3 Summarise the equipment, identification process and conditions required to carry out each type of calibration                                                                                       |                 |  |  |
|                                                                                            | 2.4 Describe 3 problems that can affect calibration and suggest possible solutions                                                                                                                      |                 |  |  |
|                                                                                            | 2.5 Explain why calibration is important and the possible implications if it is not fully and accurately completed. Include reference to the implications for the vehicle owner/driver and the repairer |                 |  |  |
|                                                                                            | 2.6 Explain the proof of calibration provided to the customers and why this is important                                                                                                                |                 |  |  |
|                                                                                            | 2.7 Explain how the records of calibration are stored by the calibrating organisation                                                                                                                   |                 |  |  |
| 3. Understand factors to consider when carrying out replacement work when ADAS is involved | 3.1 Explain how to ensure that any parts fitted within the path of an ADAS sensor/signal are within manufacture specifications                                                                          |                 |  |  |
|                                                                                            | 3.2 Explain why components fitted in the path of an ADAS sensor/ signal should be within manufacture specifications                                                                                     |                 |  |  |
| 4. Understand the problems that can occur                                                  | 4.1 Explain the purpose of fault codes                                                                                                                                                                  |                 |  |  |
|                                                                                            | 4.2 Give an example of something that would create a fault code                                                                                                                                         |                 |  |  |
|                                                                                            | 4.3 Explain the implication in relation to ADAS after an adjustment has been made during a 4-wheel alignment                                                                                            |                 |  |  |

***Assessor comments***

# ***Notes***

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