



## **Level 2 NVQ Diploma in Erection of Precast Concrete – Cladding (Construction)**

### **Qualification Specification**

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## Introduction

The ProQual Level 2 NVQ Diploma in Erection of Precast Concrete (Construction) qualification provides a nationally recognised qualification for those working in this specialised area of construction.

The awarding body for this qualification is ProQual Awarding Body ([www.proqualab.com](http://www.proqualab.com)) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual); It is also endorsed by the sector body for construction - CITB.

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.

## Qualification Profile Level 2 NVQ Diploma in Erection of Precast Concrete (Construction)

Qualification title	<b>ProQual Level 2 NVQ Diploma in Erection of Precast Concrete (Construction)</b>
Ofqual qualification number	603/0317/7
Level	2
Total Qualification Time	400 hours (197 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	23/08/16
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

To achieve the qualification candidates must complete the five Mandatory units.

Candidates may complete the Additional Unit but this will not count towards the qualification.

**CITB references and credit values are provided in this document for information only.**

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>M/508/6537</b>	Conforming to general health, safety and welfare in the workplace	1	641
<b>T/508/6538</b>	Conforming to productive working practices in the workplace	2	642
<b>Y/508/6533</b>	Moving, handling and storing resources in the workplace	2	643
<b>A/508/6525</b>	Slings and hand signalling the movement of suspended loads in the workplace	2	402Av1
<b>A/615/1738</b>	Erecting precast concrete cladding units in the workplace	2	181v2

## Additional Units

Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
<b>A/508/6508</b>	Preparing and operating scissor-type elevating work platforms (MEWP) in the workplace	2	392Av3
<b>F/508/6509</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	2	392Bv3
<b>T/508/6510</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	392Cv3

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

### Assessors/Internal Quality Assurance

Assessors for each unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications.

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for the construction sector developed by CITB.

## Assessment

This qualification is competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualifications must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment, and it must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- observation report by assessor
  - assignments/projects/reports
  - professional discussion
  - witness testimony
  - candidate product
  - worksheets
  - record of oral and written questioning
  - Recognition of Prior Learning

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 8.

**Additional information** for assessment and requirements for unit **endorsements** where relevant is included after all of the learning outcomes and assessment criteria for each unit.

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

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### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.	
<b>Unit Number:</b>	M/508/6537	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.
	1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.
	1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.
	1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
	1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
	1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
	2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
	2.3	List the current Health and Safety Executive top ten safety risks.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
2 continued	2.4	List the current Health and Safety Executive top five health risks.
	2.5	State how changing circumstances within the workplace could cause hazards.
	2.6	State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1	Interpret and comply with given instructions to maintain safe systems of work and quality working practices.
	3.2	Contribute to discussions by offering/providing feedback relating to health, safety and welfare.
	3.3	Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.
	3.4	Safely store health and safety control equipment in accordance with given instructions.
	3.5	Dispose of waste and/or consumable items in accordance with legislation.
	3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback.</li> </ul>
	3.7	State the appropriate types of fire extinguishers relevant to the work.
	3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.
	4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace.</li> </ul>
	4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace.
5 Comply with and support all organisational security arrangements and approved procedures.	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day's work</li> <li>– for unauthorised personnel (other operatives and the general public)</li> <li>– for theft.</li> </ul>
	5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to general health, safety and welfare in the workplace.
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to productive working practices in the workplace	
<b>Unit Number:</b>	T/508/6538	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Communicate with others to establish productive work practices.	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.
	1.2	Describe the different methods of communicating with line management, colleagues and customers.
	1.3	Describe how to use different methods of communication to ensure that the work carried out is productive.
2 Follow organisational procedures to plan the sequence of work.	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work.
	2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.
	2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> <li>– using resources for own and other’s work requirements</li> <li>– allocating appropriate work to employees</li> <li>– organising the work sequence</li> <li>– reducing carbon emissions.</li> </ul>
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
	3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> <li>– job cards</li> <li>– worksheets</li> <li>– material/resource lists</li> <li>– time sheets.</li> </ul>
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4 Maintain good working relationships when conforming to productive working practices.	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to productive working practices in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
	4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.
	4.3	Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> <li>– individuals</li> <li>– customer and operative</li> <li>– operative and line management</li> <li>– own and other occupations.</li> </ul>
	4.4	Describe why it is important to work effectively with line management, colleagues and customers.
	4.5	Describe how working relationships could have an effect on productive working.
	4.6	Describe how to apply principles of equality and diversity when communicating and working with others.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Conforming to Productive Working Practices in the Workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	10

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Moving, handling and storing resources in the workplace	
<b>Unit Number</b>	Y/508/6533	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Comply with given information when moving, handling and/or storing resources.	1.1	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.
	1.2	Interpret the given information relating to the use and storage of lifting aids and equipment.
	1.3	Describe the different types of technical, product and regulatory information, their source and how they are interpreted.
	1.4	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.5	Describe how to obtain information relating to using and storing lifting aids and equipment.
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>– in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making the reports.
	2.4	State the appropriate types of fire extinguishers relevant to the work.
	2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
3 Maintain safe working practices when moving, handling and/or storing resources.	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.
	3.2	Use lifting aids safely as appropriate to the work.

## Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 continued	3.3	Protect the environment in accordance with safe working practices as appropriate to the work.
	3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling <b>and/or</b> storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> <li>– lifting and handling aids</li> <li>– container(s)</li> <li>– fixing, holding and securing systems.</li> </ul>
	4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Dispose of waste and packaging in accordance with legislation.



## Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 continued	5.3	Maintain a clean work space when moving, handling or storing resources.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when moving, handling and/or storing resources.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given occupational resource information to move, handle <b>and/or</b> store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> <li>– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.</li> </ul>
	7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul>
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling <b>and/or</b> storing occupational resources.
	7.4	Describe the needs of other occupations when moving, handling <b>and/or</b> storing resources.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Moving, handling and storing resources in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	17

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace	
<b>Unit Number:</b>	A/508/6525	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation for and the slinging and signalling of loads.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, method statements (lift plans) and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice.</li> </ul>
2 Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and when slinging and signalling of loads.
3 Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and slinging and signalling loads.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements when slinging and signalling loads.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out the slinging and signalling of loads in relation to at least three of the following: <ul style="list-style-type: none"> <li>– safe use and storage of tools and equipment</li> <li>– safe use, storage and handling of lifting accessories</li> <li>– safe use of access equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to slinging and signalling of loads, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
5 Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.	5.1	Select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– lifting accessories</li> <li>– signalling and communication equipment</li> <li>– hand tools and ancillary equipment.</li> </ul>
	5.3	Describe how the resources should be used correctly, and how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to carry out slinging/signalling.
6 Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and slinging and signalling loads.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>8 Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.</p>	<p>8.1 Demonstrate the following work skills when preparing to and slinging and signalling loads:</p> <ul style="list-style-type: none"> <li>– measuring, gauging, estimating, calculating, fitting, fixing, testing, balancing, interpreting, inspecting, judging, explaining, preparing, indicating, informing, instructing, signing, positioning, adjusting, configuring, moving, securing, signalling and relaying.</li> </ul>
	<p>8.2 Use and maintain lifting accessories, lifting aids and equipment.</p>
	<p>8.3 Inspect and prepare lifting accessories prior to slinging.</p>
	<p>8.4 Prepare to and attach suspended loads to lifting equipment, using appropriate lifting accessories and load securing methods, to given working instructions for three of the following:</p> <ul style="list-style-type: none"> <li>– balanced</li> <li>– unbalanced</li> <li>– loose</li> <li>– bundled</li> <li>– container</li> <li>– drum</li> <li>– a load where the machine operator cannot observe its full movement path.</li> </ul>
	<p>8.5 Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following:</p> <ul style="list-style-type: none"> <li>– balanced</li> <li>– unbalanced</li> <li>– loose</li> <li>– bundled</li> <li>– container</li> <li>– drum</li> <li>– a load where the machine operator cannot observe its full movement path.</li> </ul>
	<p>8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none"> <li>– identify the differences between: slinging and signalling, directing and guiding movement of vehicles, plant and machinery, and directing and guiding operations of plant and machinery not being used for lifting operations</li> <li>– confirm the authority, duties and responsibilities allocated</li> <li>– identify characteristics of lifting equipment and lifting accessories</li> <li>– identify and interpret valid certification for maintenance, inspection and thorough examination</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
8 Continued	8.7	<ul style="list-style-type: none"> <li>– lift and transfer people</li> <li>– sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator</li> <li>– communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)</li> <li>– confirm methods of communication</li> <li>– recognise blind-spots, potential crush zones and other limitations to driver visibility</li> <li>– consider the load characteristics including centre of gravity and lifting points to determine the method of slinging</li> <li>– determine and check the route of the load before and during the lift including distances, clearances and landing position</li> </ul>
	8.8	<ul style="list-style-type: none"> <li>– select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids</li> <li>– identify rejection criteria for removing lifting accessories from service</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– attach lifting accessories and sling loads securely</li> <li>– ensure balance and stability of loads</li> <li>– attach and use load guidance equipment (tag lines)</li> <li>– guide and place suspended loads by recognised methods of communication and agreed operational procedures</li> <li>– land and position loads safely and securely</li> <li>– remove and store lifting accessories</li> <li>– use hand tools and ancillary equipment.</li> </ul>
	8.9	Describe the needs of other occupations and how to communicate within a team when preparing to and slinging and signalling loads.
	8.10	Describe how to maintain the lifting accessories, lifting aids and signalling and communication equipment used to sling and signal loads.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Slinging and hand signalling the movement of suspended loads in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant qualification.</p> <p><u>ProQual Level 2 NVQ Certificate in Erection of Precast Concrete (Construction):</u> The following endorsement required (i.e. own area of work): Slinger/signaller – erection of precast concrete only</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	33



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting Precast Concrete Cladding Units in the Workplace	
<b>Unit Number:</b>	A/615/1738	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when erecting precast concrete cladding units.	1.1	Interpret and extract information from method statements and drawings.
	1.2	Comply with information and/or instructions derived from risk assessments and/or method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– technical, regulatory: drawings, method statement.</li> </ul>
2 Know how to comply with relevant legislation and official guidance when erecting precast concrete cladding units.	2.1	Describe their responsibilities under current legislation and official guidance whilst working with: <ul style="list-style-type: none"> <li>– fall protection: safety nets, air bags, working platforms, decking systems, access platforms, mobile towers and other mobile equipment, fall arrest systems, scaffolding, edge protection, ladders.</li> </ul>
	2.2	Comply with the relevant Codes of Practice for the safe erection of precast concrete cladding units and associated components.
	2.3	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.4	Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when erecting precast concrete cladding units.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting precast concrete cladding units.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting precast concrete cladding units, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting Precast Concrete Cladding Units in the Workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
3 continued	3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to erect precast concrete cladding units.	4.1	Select resources associated with own work in relation to precast concrete cladding units and fixings, hand tools, power tools and ancillary equipment.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> <li>– precast concrete cladding units</li> <li>– hand and/or powered tools and equipment.</li> </ul>
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and method of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect precast concrete cladding units.
5 Minimise the risk of damage to the work and surrounding area when erecting precast concrete cladding units.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting Precast Concrete Cladding Units in the Workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
6 Complete the work within the allocated time when erecting precast concrete cladding units.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts and timetables</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
7 Comply with the given contract information to erect precast concrete cladding units to the required specification.	7.1	Demonstrate the following work skills when erecting precast concrete cladding units: <ul style="list-style-type: none"> <li>– measuring, marking out, lifting, pitching, fitting, positioning, adjusting, laying and finishing.</li> </ul>
	7.2	Erect precast concrete cladding to contract specification: <ul style="list-style-type: none"> <li>– position cladding units</li> <li>– fix cladding units</li> <li>– erect temporary propping.</li> </ul>
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> <li>– position precast concrete cladding units</li> <li>– fix precast concrete cladding units</li> <li>– position associated concrete units, e.g. flooring, structural, stairs</li> <li>– erect temporary propping</li> <li>– place in-situ concrete</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height.</li> </ul>
	7.4	Safely use and handle materials.
	7.5	Safely use hand tools, portable power tools and ancillary equipment.
	7.6	Safely store the materials, tools and equipment used when erecting precast concrete cladding units.
	7.7	Describe the needs of other occupations/trades and how to effectively communicate within a team when erecting precast concrete cladding units.
	7.6	Describe how to maintain the tools and equipment used when erecting precast concrete cladding units.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Erecting Precast Concrete Cladding Units in the Workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	130

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
<b>Unit Number:</b>	A/508/6508	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul>
2 Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using scissor-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs.	5.1	Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate scissor-type mobile elevating work platforms used for accessing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Comply with the given contract information to access areas to carry out work using scissor-type MEWPs to the required specification.	8.1 Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>
	8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3 Prepare for, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4 Shut down and secure scissor-type MEWPs.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the scissor-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> <li>– check to avoid damage to structures and utilities service apparatus</li> </ul>
	8.6 <ul style="list-style-type: none"> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
	8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.



## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Credit value	12
Unit guided learning hours	40

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
<b>Unit Number:</b>	F/508/6509	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and using boom-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul>
2 Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using boom-type MEWPs.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using boom-type MEWPs.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using boom-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using boom-type MEWPs.	5.1	Request and select resources associated with boom-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate boom-type mobile elevating work platforms used for accessing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Comply with the given contract information to access areas to carry out work using boom-type MEWPs to the required specification.	8.1 Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>
	8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3 Prepare for, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4 Shut down and secure boom-type MEWPs.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the boom-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> </ul>
	8.6 <ul style="list-style-type: none"> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
	8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 2 NVQ Certificate in Erection of Precast Concrete (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Mobile elevated work platform boom vehicle mounted Mobile elevated work platform boom self-propelled</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Credit value	14
Unit guided learning hours	47

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	
<b>Unit Number</b>	T/508/6510	
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and using mast climber-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> <li>– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.</li> </ul>
2 Organise with others the sequence and operation in which accessing operations using mast climber-type MEWPs are to be carried out.	2.1	Organise the work according to given information or instructions.
	2.2	Describe how to communicate ideas between team members.
	2.3	Organise and communicate with team members and other associated occupations.
	2.4	Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using mast climber-type MEWPs.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> <li>– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</li> </ul>
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

## Units – Learning Outcomes and Assessment Criteria

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Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using mast climber-type MEWPs.	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using mast climber-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> <li>– safe use and storage of plant or machinery</li> <li>– safe use and storage of tools and equipment</li> <li>– specific risks to health.</li> </ul>
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul>
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using mast climber-type MEWPs.	5.1	Request and select resources associated with mast climber-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
	5.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none"> <li>– consumables, lubricants and fuels</li> <li>– attachments and accessing aids</li> <li>– hand tools, ancillary equipment and accessories.</li> </ul>
	5.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.



## Units – Learning Outcomes and Assessment Criteria

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Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 continued	5.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	5.5	Describe any potential hazards associated with the resources and methods of work.
	5.6	Describe how to identify weight, quantity, length and area associated with the method/procedures to operate mast climber-type mobile elevating work platforms used for accessing operations.
6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.	6.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	6.2	Prevent damage and maintain a clean work space.
	6.3	Dispose of waste in accordance with current legislation.
	6.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
	7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
8 Comply with the given contract information to access areas to carry out work using mast climber-type MEWPs to the required specification.	8.1 Demonstrate the following work skills when preparing for and accessing work areas using mast climber-type MEWPs: <ul style="list-style-type: none"> <li>– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.</li> </ul>
	8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
	8.3 Prepare for, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4 Shut down and secure mast climber-type MEWPs.
	8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>– identify the characteristics of the mast climber-type MEWP used for accessing work</li> <li>– identify valid certification for maintenance, inspection and thorough examination</li> <li>– carry out function checks for accessing operation</li> <li>– prepare, set up and adjust for operational requirements</li> <li>– carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>– identify and remain aware of the area of operation to include potential entrapment situations</li> <li>– use fall prevention equipment</li> </ul>
	<ul style="list-style-type: none"> <li>– check to avoid damage to structures and utilities service apparatus</li> <li>– position and secure MEWP for accessing operations</li> <li>– recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>– operate, manoeuvre, position, set down and secure</li> <li>– operate and travel on the public highway</li> <li>– shut down and secure the MEWP</li> <li>– use hand tools, ancillary equipment and accessories.</li> </ul>
	8.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
8.7 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.	

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace
<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Credit value	12
Unit guided learning hours	40



ProQual Awarding Body  
ProQual House  
Annie Med Lane  
South Cave  
HU15 2HG

Tel: 01430 423822

[www.proqualab.com](http://www.proqualab.com)

[enquiries@proqualab.com](mailto:enquiries@proqualab.com)