



Level 3 NVQ Diploma in Demolition (Construction)

Qualification Specification

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Introduction

The ProQual Level 3 NVQ Diploma in Demolition (Construction) qualification provides a nationally recognised qualification for those working in this specialised area of construction. There are 2 specialised pathways:

Pathway 1 – Chargehand

Pathway 2 – Supervisor

The awarding body for this qualification is ProQual Awarding Body (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 3 NVQ Diploma in Demolition (Construction)

Qualification title	ProQual Level 3 NVQ Diploma in Demolition (Construction)
Ofqual qualification number	603/2881/2
Level	3
Total Qualification Time	890 hours (301 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	22/1/2018
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 listed below, PLUS the required Mandatory/Optional units from one of the pathways.

Candidates may complete any of the Additional Units relevant to their Pathway choice, but these will not count towards the qualification.

CITB references are provided in this document for information only.

Mandatory units for all Pathways.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	209v2
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	210v2
R/503/2924	Confirming the occupational method of work in the workplace	3	211v2
T/503/2723	Implementing and maintaining health, safety and welfare in the workplace	3	212v2
F/503/2725	Co-ordinating and organising work operations in the workplace	3	213v2

Pathways

There are 2 Pathways:

Pathway 1: Chargehand

Pathway 2: Supervisor

The Mandatory and Optional requirements for each Pathway are listed on the following pages.

Pathway 1 : Chargehand

Candidates must complete FOUR Mandatory units, plus 1 Optional unit.

Candidates may complete any the Additional Units but these will not count towards the qualification.

Mandatory Units			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	641
T/508/6538	Conforming to productive working practices in the workplace	2	642
Y/508/6533	Moving, handling and storing resources in the workplace	2	643
J/615/2360	Removing and segregating components prior to demolition in the workplace	2	154v2
Optional Units – ONE unit			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
L/615/2361	Demolishing/dismantling masonry and concrete structures in the workplace	2	155v3
R/615/2362	Demolishing/dismantling roofs and cladding in the workplace	2	156v2

Pathway 1 Additional Units

Additional Units – Candidates may complete any the Additional Units but these will not count towards the qualification			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
A/508/6587	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	2	400v2
A/508/6525	Slings and hand signalling the movement of suspended loads in the workplace	2	402Av1
F/508/6588	Erecting and dismantling plant (cranes and rigs) in the workplace	2	404v2
R/508/6532	Controlling, directing and guiding the operation of plant or machinery in the workplace	2	760

Pathway 2 : Supervisor

Candidates must complete FIVE Mandatory units.

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

Mandatory Units			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
T/503/2740	Allocating and monitoring the use of plant, machinery or equipment in the workplace	3	214v2
F/503/2742	Monitoring progress of work against schedules in the workplace	3	215v2
L/503/2744	Implementing procedures to support the team's performance in the workplace	3	217v2
F/600/7561	Planning demolition activities in the workplace	6	722
L/600/7563	Supervising demolition activities in the workplace	3	723

Pathway 2 Additional Units

Additional Units – Candidates may complete the Additional Unit but this will not count towards the qualification			<i>CITB reference provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
J/504/8554	Handing over property to recipients following construction or maintenance related activities in the workplace	4	718v2

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 10.

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

Title:	Confirming work activities and resources for an occupational work area in the workplace	
Unit Number:	A/503/2772	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Identify work activities, assess required resources and plan the sequence of work.	1.1	Identify work activities, assess required resources and plan the sequence of work.
	1.2	Identify work activities and formulate a plan for their own sequence of work.
	1.3	Explain the types of work relative to the occupational area and how to identify different work activities.
	1.4	Explain methods of assessing the resources needed from a range of available information.
	1.5	Explain the required information and the different methods used to prepare a work programme relative to the occupational area.
2 Obtain clarification and advice where the resources required are not available.	2.1	Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available.
	2.2	Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.
3 Evaluate the work activities and the requirements of any significant external factors against the project requirements.	3.1	Assess progress of work against project requirements, taking into account external factors relating to: <ul style="list-style-type: none"> – other occupations and /or customers – resources – weather conditions – health and safety requirements.
	3.2	Explain different methods of evaluating work activities against the following project requirements: <ul style="list-style-type: none"> – contract conditions – contract programme – health and safety requirements of operatives.
	3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: <ul style="list-style-type: none"> – other related programmes – special working conditions – weather conditions – other occupations/people – resources – health and safety requirements.

Units – Learning Outcomes and Assessment Criteria

Title:	Confirming work activities and resources for an occupational work area in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Identify work activities which influence each other and make the best use of the resources available.	4.1	Determine work activities that have an influence on each other.
	4.2	Evaluate which work activities make the best use of available resources in relation to: <ul style="list-style-type: none"> – occupations and/or customers associated with the work – tools, plant and/or ancillary equipment – materials and components.
	4.3	Explain different methods and sources that can identify which work activities influence each other.
	4.4	Describe how to determine the sequence of work activities and how long each work activity will take.
	4.5	Describe what zero and low carbon requirements are.
	4.6	Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1	Evaluate project progress against the work programme to identify any changed circumstances.
	5.2	Inform line management and/or customers on the type and extent of any required changes to the work programme.
	5.3	Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements.
	5.4	Explain how to assess contractual/work effects resulting from alterations to the work programme.
	5.5	Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Confirming work activities and resources for an occupational work area in the workplace
Additional information about this unit	
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>
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Credit value	10
Unit guided learning hours	33

Units – Learning Outcomes and Assessment Criteria

Title:	Developing and maintaining good occupational working relationships in the workplace	
Unit Number:	M/503/2915	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Develop, maintain and encourage working relationships to promote good will and trust.	1.1	Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved.
	1.2	Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.
	1.3	Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people.
	1.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	2.1	Communicate on the following work activity information to relevant people following organisational procedures: <ul style="list-style-type: none"> – appropriate timescales – health and safety requirements – co-ordination of work procedures.
	2.2	Explain the different methods and techniques used to inform relevant people about work activities.
	2.3	Explain the effects of not informing relevant people with the expected level of urgency.
	2.4	Explain the different types of work activity related information and to what level of detail the following people would expect to receive: <ul style="list-style-type: none"> – colleagues – employers – customers – contractors – suppliers of products and services – other people affected by the work/project.

Units – Learning Outcomes and Assessment Criteria

Title:	Developing and maintaining good occupational working relationships in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	3.1	Give appropriate advice and information to relevant people about the different methods of carrying out occupational work activities to achieve the required outcome.
	3.2	Explain the techniques of encouraging questions and/or requests for clarification and comments.
	3.3	Explain the different ways of offering advice and help to different people about work activities, in relation to: <ul style="list-style-type: none"> – progress – results – achievements – occupational problems – occupational opportunities – health and safety requirements – co-ordinated work.
4 Clarify proposals with relevant people and discuss alternative suggestions.	4.1	Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.
	4.2	Explain the methods of clarifying alternative proposals with relevant people.
	4.3	Explain the methods of suggesting alternative proposals.
5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	5.1	Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work.
	5.2	Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

Units – Learning Outcomes and Assessment Criteria

Title:	Developing and maintaining good occupational working relationships in the workplace
Additional information about this unit	
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 credit value	8
Unit guided learning hours	27

Units – Learning Outcomes and Assessment Criteria

Title:	Confirming the occupational method of work in the workplace	
Unit Number:	R/503/2924	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Assess available project data accurately to determine the occupational method of work.	1.1	Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.
	1.2	Explain how to summarise the following project data: <ul style="list-style-type: none"> – required quantities – specifications – detailed drawings – health and safety requirements – timescales – scope of works.
	1.3	Explain the different methods of assessing available project data.
	1.4	Explain how to use project data to interpret the work method, In relation to: <ul style="list-style-type: none"> – standard work procedures – sequence of work – organisation of resources (people, equipment, materials) – work techniques – working conditions (health, safety and welfare) – risk assessment.
2 Obtain additional information from alternative sources in cases where the available project data is insufficient.	2.1	Collect and collate additional information from alternative sources to clarify the work to be carried out.
	2.2	Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: <ul style="list-style-type: none"> – customers or representatives – suppliers – regulatory authorities – manufacturer’s literature.

Units – Learning Outcomes and Assessment Criteria

Title:	Confirming the occupational method of work in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	3.1	Examine potential work methods to carry out the occupational work activity.
	3.2	Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria.
	3.3	Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: <ul style="list-style-type: none"> – health and safety welfare (principles of protection) – fire protection – access and egress – equipment availability – availability of competent workforce – pollution risk – waste and disposal – zero and low carbon outcomes – weather conditions.
	3.4	Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: <ul style="list-style-type: none"> – conforming to statutory requirements – customer and user needs – contract requirements in terms of time, quantity and quality – environmental considerations.
	3.5	Explain how different methods of work can achieve zero/low carbon outcomes.
4 Confirm and communicate the selected work method to relevant personnel.	4.1	Confirm the selected occupational work method that meets project, statutory and contractual requirements.
	4.2	Communicate appropriately to relevant people on the selected occupational work method.
	4.3	Describe the different techniques and methods of confirming and communicating work methods to relevant people.
	4.4	Explain the principles of equality and diversity and how to apply them when working and communicating with others.

Units – Learning Outcomes and Assessment Criteria

Title:	Confirming the occupational method of work in the workplace
Additional information about this unit	
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 credit value	11
Unit guided learning hours	37

Units – Learning Outcomes and Assessment Criteria

Title:	Implementing and maintaining health, safety and welfare in the workplace	
Unit Number:	T/503/2723	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Allocate and maintain health, safety and welfare equipment and resources to meet project and statutory requirements.	1.1	Make arrangements for health, safety and welfare in the relevant operational work environment.
	1.2	Allocate responsibilities for maintaining health, safety and welfare equipment and resources to relevant people.
	1.3	Post and maintain statutory notices and hazard warnings.
	1.4	Allocate appropriate health, safety and welfare equipment and resources relative to the operational work environment.
	1.5	Explain the methods of identifying and allocating health, safety and welfare equipment and resources, relating to: <ul style="list-style-type: none"> – protective clothing – protective equipment – first-aid facilities and arrangements – welfare facilities – storage of security of material and equipment – accident and incident reporting – fire-fighting equipment – statutory notices – safety signs – provision of health, safety and welfare training.
2 Encourage a positive health, safety and welfare culture whilst identifying opportunities for improving the health and safety of the work environment.	2.1	Deliver work briefings to relevant people within the operational work environment to promote and encourage a positive health, safety and welfare culture.
	2.2	Encourage two-way dialogue with other people and seek feedback for opportunities to improve the health and safety of the work environment.
	2.3	Explain how to identify different opportunities for improving workplace health, safety and welfare.
	2.4	Explain how to recommend opportunities for improving workplace health, safety and welfare.
	2.5	Explain methods and techniques of promoting and encouraging a positive culture of health safety and welfare in the workplace.
	2.6	Explain how to deliver work briefings in ways that seek and encourage feedback.

Units – Learning Outcomes and Assessment Criteria

Title:	Implementing and maintaining health, safety and welfare in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Ensure that their team is inducted and suitably competent and monitored whilst at the workplace.	3.1	Use appropriate methods to confirm that the team are properly inducted and given regular health and safety updates.
	3.2	Determine that their team are suitably competent by carrying out relevant checks.
	3.3	Ensure that the operational performance of the team is monitored.
	3.4	Use appropriate methods and techniques to communicate and report any team performance issues.
	3.5	Explain the organisational methods and procedures for carrying out inductions that confirm: <ul style="list-style-type: none"> - health and safety responsibilities - workplace operations - health, safety and welfare equipment and resources - risk control procedures - first-aid arrangements.
	3.6	Explain the different ways of checking and monitoring correct authorisation and operational performance of the following people whilst in the workplace: <ul style="list-style-type: none"> - workforce - suppliers - visitors - customers - members of the public - trespassers.
	3.7	Explain the different techniques and methods of communicating and reporting any team performance issues.

Units – Learning Outcomes and Assessment Criteria

Title:	Implementing and maintaining health, safety and welfare in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Monitor health, safety and welfare in the relevant work environment in accordance with statutory requirements.	4.1	Implement and maintain health, safety and welfare within the operational work environment in accordance with legislation, workplace regulations, Codes of Practice and official guidance.
	4.2	Instigate actions to deal with any changing circumstances within the operational work environment in order to maintain health, safety and welfare.
	4.3	Explain the methods and techniques used to regularly check health, safety and welfare systems regularly in accordance with the following statutory requirements: <ul style="list-style-type: none"> - workplace specific health, safety and welfare regulations - general health, safety and welfare legislation - recognised industry codes of practice - prescribed notices - safety signs.
	4.4	Explain how to identify any special workplace conditions and examples which do not comply with regulations.
	4.5	Describe the different methods of recording special workplace conditions and examples which do not comply with regulations.
	4.6	Explain the reasons for regularly checking health safety and welfare relevant to the operational working environment.

Units – Learning Outcomes and Assessment Criteria

Title:	Implementing and maintaining health, safety and welfare in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance 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>
Location of the unit within the subject/sector classification system	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	11
Unit guided learning hours	37

Units – Learning Outcomes and Assessment Criteria

Title:	Co-ordinating and organising work operations in the workplace	
Unit Number:	F/503/2725	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Provide adequate information about the work, as required, to all people affected.	1.1	Communicate arrangements for the work, to the relevant people, in relation to: <ul style="list-style-type: none"> – start date – how long it will take – expected completion date.
	1.2	Explain different methods of informing the people affected of the work arrangements.
	1.3	List the types of people, internal and external to the project, who could be affected by work relevant to typical projects.
	1.4	Describe the consequences of providing inadequate information to those affected by the work.
2 Agree a programme and methods of work with the people who will carry out the work.	2.1	Discuss and confirm work programmes and methods of work relevant to project requirements with people involved in carrying out the work.
	2.2	Explain different methods and techniques of agreeing programmes and methods of work with those who will be carrying out the work.
3 Organise the work being done with other operations as required for the overall work being carried out.	3.1	Arrange and agree work programmes with other occupations relevant to project requirements.
	3.2	Explain the methods of organising and co-ordinating work with other work activities/operations.
4 Obtain sufficient resources of the appropriate type to meet the project requirements and timescales.	4.1	Identify and source adequate, suitable resources to meet project requirements.
	4.2	Describe ways of identifying and obtaining required resources for the project.
	4.3	Explain methods of planning for resources, in relation to: <ul style="list-style-type: none"> - people - tools - plant and ancillary equipment - materials and components - information.

Units – Learning Outcomes and Assessment Criteria

Title:	Co-ordinating and organising work operations in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Organise and control the work and resources in order to keep the workplace safe and tidy.	5.1	Implement systems to control resources, maintain site tidiness and dispose of waste in accordance statutory requirements.
	5.2	Explain different ways of controlling the workplace and resources to create and maintain safe conditions and a tidy workplace.
	5.3	Explain how a safe and tidy workplace creates a favourable image of the organisation, its products and services, and the project.
6 Identify, record and pass on information on any special considerations to people who could be affected.	6.1	Identify any special considerations that have to be allowed for, which can affect the project or people, in relation to: <ul style="list-style-type: none"> – occupiers – environment – vehicular access – hazards – trespass – near neighbours – public access – workplace conditions – health, safety and welfare – statutory regulations and limitations – Codes of Practice.
	6.2	Use appropriate methods to record any special considerations identified.
	6.3	Supply information on any identified special considerations to those who would be affected.
	6.4	Explain different ways of identifying what are special considerations.
	6.5	Describe the methods of recording special considerations.
	6.6	Explain ways information on special considerations can be passed on to the people affected.

Units – Learning Outcomes and Assessment Criteria

Title:	Co-ordinating and organising work operations in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Organise the work area layout for operational purposes and communicate to the people involved with the work.	7.1	Organise the operational work area layout for operational purposes for four of the following: <ul style="list-style-type: none"> – storage – layout of working area – environmental considerations – plant and/or equipment – temporary services – access and egress – security – continued use by occupiers – welfare facilities.
	7.2	Inform relevant workforce of the work area layout for operational purposes.
	7.3	Explain the methods and techniques used for passing on information about the work area layout to people working in the workplace.
	7.4	Explain different ways of organising/arranging the work area layout for operational purposes.
8 Organise the storage and use of materials and components so that materials handling and movement is efficient and wastage is minimised.	8.1	Plan and arrange storage for materials relevant to the occupational work environment in accordance with statutory and organisational requirements.
	8.2	Plan and arrange material handling and movement to allow minimum movement and waste.
	8.3	Explain the factors, methods and considerations needed to organise the efficient storage and use of materials and components.

Units – Learning Outcomes and Assessment Criteria

Title:	Co-ordinating and organising work operations in the workplace
Additional information about this unit	
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 Credit value	12
Unit guided learning hours	40

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Unit Number:	M/508/6537	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
	1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
	1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
	2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
	2.3	List the current Health and Safety Executive top ten safety risks.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<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"> – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback.
	3.7	State the appropriate types of fire extinguishers relevant to the work.
	3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.
Additional information about this unit	
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

Title:	Conforming to productive working practices in the workplace	
Unit Number:	T/508/6538	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – using resources for own and other’s work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions.
	2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
	3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> – job cards – worksheets – material/resource lists – time sheets.
	3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales.
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

Title:	Conforming to productive working practices in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – individuals – customer and operative – operative and line management – own and other occupations.
	4.4	Describe why it is important to work effectively with line management, colleagues and customers.
	4.5	Describe how working relationships could have an effect on productive working.
	4.6	Describe how to apply principles of equality and diversity when communicating and working with others.

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to Productive Working Practices in the Workplace
Additional information about this unit	
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

Title:	Moving, handling and storing resources in the workplace	
Unit Number	Y/508/6533	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making the reports.
	2.4	State the appropriate types of fire extinguishers relevant to the work.
	2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
3 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 and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> – lifting and handling aids – container(s) – fixing, holding and securing systems.
	4.3	Describe how the resources should be handled and how any problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	Dispose of waste and packaging in accordance with legislation.

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"> – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> – moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.
	7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – liquids.
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
	7.4	Describe the needs of other occupations when moving, handling and/or storing resources.

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace
Additional information about this unit	
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

Title:	Removing and segregating components prior to demolition in the workplace	
Unit Number:	J/615/2360	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when removing and segregating components prior to demolition.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements and risk assessments.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, site inductions, tool-box talks, statutory regulations and official guidance relating to segregation and recycling or disposal of waste.
2 Know how to comply with relevant legislation and official guidance when removing and segregating components prior to demolition.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when removing and segregating components prior to demolition and describe how and when they are used.
3 Maintain safe working practices when removing and segregating components prior to demolition.	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 removing and segregating components prior to demolition.

Units – Learning Outcomes and Assessment Criteria

Title:	Removing and segregating components prior to demolition in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Continued	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to removing and segregating components prior to demolition, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	3.3	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 remove and segregate components prior to demolition.	4.1	Select resources associated with own work in relation to demolition tools and equipment and waste and/or recycling containers.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – demolition tools and equipment – waste and/or recycling containers.
	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.

Units – Learning Outcomes and Assessment Criteria

Title:	Removing and segregating components prior to demolition in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when removing and segregating components prior to demolition.	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, statutory regulations and official guidance relating to segregation and recycling procedures.
6 Complete the work within the allocated time when removing and segregating components prior to demolition.	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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Removing and segregating components prior to demolition in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Comply with the given contract information to remove and segregate components prior to demolition to the required specification.	7.1 Demonstrate the following work skills when removing and segregating components prior to demolition: <ul style="list-style-type: none"> – disconnecting, dismantling, segregating and removing.
	7.2 Remove and segregate the following materials and components by hand for disposal and/or recycling to given working instructions: <ul style="list-style-type: none"> – timber – metal – bricks and/or blocks – glass – sanitary ware – fixtures and fittings – mechanical and electrical equipment.
	7.3 Safely segregate materials.
	7.4 Safely use demolition tools and equipment and ancillary equipment.
	7.5 Safely store the materials, tools and equipment used when removing and segregating components prior to demolition.
	7.6 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – remove and segregate materials, components and/or recyclable items: timber, metal, bricks and/or blocks, glass, sanitary ware, fixtures and fittings, mechanical and electrical equipment – use demolition, tools and equipment – work at height – use access equipment.
	7.7 Describe the needs of other occupations and how to effectively communicate within a team when removing and segregating components prior to demolition.
	7.8 Describe how to check and maintain the tools and equipment used to remove and segregate components prior to demolition.

Units – Learning Outcomes and Assessment Criteria

Title:	Removing and segregating components prior to demolition in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the Construction Skills' 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 credit value	15
Unit guided learning hours	75

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling masonry and concrete structures in the workplace	
Unit Number:	L/615/2361	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when demolishing/dismantling masonry and concrete structures.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements and risk assessments.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, site inductions, tool-box talks, statutory regulations and official guidance relating to segregation and recycling or disposal of waste.
2 Know how to comply with relevant legislation and official guidance when demolishing/dismantling masonry and concrete structures.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when demolishing/dismantling masonry and concrete structures and describe how and when they are used.
3 Maintain safe working practices when demolishing/dismantling masonry and concrete structures.	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 demolishing/dismantling masonry and concrete structures.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing/dismantling masonry and concrete structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling masonry and concrete structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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 demolish/dismantle masonry and concrete structures.	4.1	Select resources associated with own work in relation to demolition tools and equipment, plant and machinery and waste and/or recycling containers.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – demolition tools and equipment – waste/recycling containers.
	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.
5 Minimise the risk of damage to the work and surrounding area when demolishing/dismantling brick, masonry and/or concrete structures.	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, statutory regulations and official guidance relating to segregation and recycling procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling masonry and concrete structures in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Complete the work within the allocated time when demolishing/dismantling masonry and concrete structures.	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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to demolish/dismantle masonry and concrete structures, to the required specification.	7.1	Demonstrate the following work skills when demolishing/dismantling brick, masonry and concrete structures: <ul style="list-style-type: none"> – releasing, handling, lowering, sorting, stacking/storing, breaking and loading.
	7.2	Demolish and/or dismantle, remove and segregate masonry and concrete structures for disposal and/or recycling to given working instructions.
	7.3	Safely segregate materials.
	7.4	Safely use demolition tools and equipment.
	7.5	Safely store the materials, tools and equipment used when demolishing/dismantling masonry and concrete structures.
	7.6	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> – erect barriers and warning notices – demolish and/or dismantle masonry and concrete structures – segregate all arisings for recycling or disposal – use demolition tools and equipment – work at height – use access equipment.
	7.7	Describe the needs of other occupations and how to effectively communicate within a team when demolishing/dismantling brick, masonry and/or concrete structures.
	7.8	Describe how to check and maintain the tools and equipment used when demolishing/dismantling masonry and concrete structures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling masonry and concrete structures in the workplace
Additional information about this unit	
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 credit value	18
Unit guided learning hours	90

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling roofs and cladding in the workplace	
Unit Number:	R/615/2362	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when demolishing/dismantling roofs and cladding.	1.1	Interpret and extract relevant information from drawings, specifications, schedules method statements and risk assessments.
	1.2	Comply with information and/or instructions derived from risk assessments and method statement.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, schedules, method statements, risk assessments, site inductions, tool-box talks, statutory regulations and official guidance relating to segregation and recycling or disposal of waste.
2 Know how to comply with relevant legislation and official guidance when demolishing/dismantling roofs and cladding.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
	2.4	State the types of fire extinguishers available when demolishing/dismantling roofs and cladding and describe how and when they are used.
3 Maintain safe working practices when demolishing/dismantling roofs and cladding.	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 demolishing/dismantling roofs and cladding.
	3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to demolishing/dismantling roofs and cladding, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling roofs and cladding in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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 demolish/dismantle roofs and cladding.	4.1	Select resources associated with own work in relation to demolition tools and equipment and waste and/or recycling containers.
	4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – demolition tools and equipment – waste/recycling containers.
	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.
5 Minimise the risk of damage to the work and surrounding area when demolishing/dismantling roofs and cladding.	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, statutory regulations and official guidance relating to segregation and recycling procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling roofs and cladding in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Complete the work within the allocated time when demolishing/dismantling roofs and cladding.	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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to demolish/dismantle roofs and cladding, to the required specification.	7.1	Demonstrate the following work skills when demolishing/dismantling roofs and cladding: <ul style="list-style-type: none"> – releasing, handling, lowering, treating, wrapping, segregating and loading.
	7.2	Demolish and/or dismantle roofs and cladding to given working instructions.
	7.3	Remove and segregate glass, metal and plastics for disposal and/or recycling to given working instructions.
	7.4	Remove and segregate one of the following for disposal and/or recycling to given working instructions: <ul style="list-style-type: none"> – asbestos cement products – composite panels.
	7.5	Safely segregate materials.
	7.6	Safely use demolition tools and equipment.
	7.7	Safely store the materials, tools and equipment used when demolishing/dismantling roofs and cladding.
	7.8	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"> – erect barriers and warning notices – identify and report hazards – demolish/dismantle roofs and cladding – remove and segregate asbestos cement products, glass, metal, plastics and composite panels – recycle or dispose of arisings – use demolition tools and equipment – work at height – use access equipment.
	7.9	Describe the needs of other occupations and how to effectively communicate within a team when demolishing/ dismantling roofs and cladding.
	7.10	Describe how to check and maintain the tools and equipment used when demolishing/dismantling roofs and cladding.

Units – Learning Outcomes and Assessment Criteria

Title:	Demolishing/dismantling roofs and cladding in the workplace
Additional information about this unit	
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> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Demolition (Construction)</u></p> <p>One of the following endorsements required:</p> <p>Asbestos cement products</p> <p>Composite panels</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	19
Unit guided learning hours	63

Units – Learning Outcomes and Assessment Criteria

Title:	Allocating and monitoring the use of plant, machinery or equipment in the workplace	
Unit Number:	T/503/2740	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Confirm the plant, machinery or equipment for the workplace and allocate it to the operations.	1.1	Identify and allocate the required type(s) of plant, machinery or equipment needed for the specific operations.
	1.2	Explain how to check the following types of plant, machinery or equipment in the workplace for condition and allocate to suitable operations: <ul style="list-style-type: none"> – static and mobile – standard/non-standard – electro-mechanical and electronic – hand tools – consumables – health and safety equipment.
2 Identify and assess health and safety risks and implement working practices and other safeguards to minimise risks involving the use of plant, machinery or equipment.	2.1	Assess any health and safety risks for the work being carried out.
	2.2	Implement safe working practices and other safeguards for the work being carried out.
	2.3	Carry out appropriate checks to ensure the operator holds the relevant authorisation to operate plant, machinery or equipment.
	2.4	Explain how to identify what health and safety risks there are, in relation to: <ul style="list-style-type: none"> – operators – other personnel in the workplace – members of the public – workplace visitors – owners of adjoining property – environment.
	2.5	Explain the methods used to assess any health and safety risks for the working being carried out.
	2.6	Explain how to implement safe working practices and other safeguards to minimise risks.

Units – Learning Outcomes and Assessment Criteria

Title:	Allocating and monitoring the use of plant, machinery or equipment in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Inform decision makers where plant, machinery or equipment is unsuitable for use in the workplace when allocating and monitoring.	3.1	Advise relevant decision makers where plant, machinery or equipment is deemed unsuitable and suggest alternatives for the type of work.
	3.2	Explain methods that can be used to inform relevant decision makers when plant, machinery or equipment is unsuitable for use within the workplace, in regards to failing to meet: <ul style="list-style-type: none"> – operational efficiency – health and safety – competence requirements – authorisation – reliability – usage requirements.
4 Provide accurate instructions for the use of plant, machinery or equipment to operators when allocating and monitoring and ensure safe use.	4.1	Instruct operators and users on the safe and correct use of plant, machinery or equipment using manufacturer’s instructions and official guidance.
	4.2	Monitor the plant, machinery or equipment to ensure it is being used or operated safely in accordance with given instructions.
	4.3	Explain different methods and sources to provide accurate instructions for the use of plant, machinery or equipment to those using, or affected by, plant operations.
	4.4	Describe suitable ways of monitoring safe use of plant, machinery or equipment.
	4.5	Explain methods used to inform relevant decision makers when an operator is deemed unsuitable for the safe use of plant, machinery or equipment.
5 Inform decision makers promptly when plant, machinery or equipment is no longer required.	5.1	Provide relevant information to decision makers on the return of plant, machinery or equipment promptly following the completion of the work.
	5.2	Explain the methods used to inform relevant decision makers when plant, machinery or equipment is no longer required.
	5.3	Summarise the types of information given to decision makers when arranging for the return of plant, machinery or equipment.
	5.4	Explain why decision makers should be informed promptly when plant, machinery or equipment is no longer required.

Units – Learning Outcomes and Assessment Criteria

Title:	Allocating and monitoring the use of plant, machinery or equipment in the workplace
Additional information about this unit	
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 Credit value	9
Unit guided learning hours	30

Units – Learning Outcomes and Assessment Criteria

Title:	Monitoring progress of work against schedules in the workplace	
Unit Number:	F/503/2742	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Identify and inform decision makers of inappropriate specified resources and suggest suitable alternatives.	1.1	Establish and record inappropriate resources selected for the project, and seek suitable alternatives.
	1.2	Advise relevant decision makers of suitable alternative resources.
	1.3	Give examples of inadequate and inappropriate resources, relating to: <ul style="list-style-type: none"> - people - tools and ancillary equipment - materials and components - time - information.
	1.4	Explain the different methods and techniques of informing relevant decision makers about inadequate or inappropriate resources.
	1.5	Explain the organisational procedure for suggesting and specifying alternative resources.
2 Identify and quantify deviations from planned progress which have or may occur, and which could disrupt the programme.	2.1	Determine and analyse work done or projected work to be done.
	2.2	Compare work done or projected work against given schedules to identify deviations relative to the project plan.
	2.3	Explain the methods that can be used to identify deviations from planned progress, In relation to: <ul style="list-style-type: none"> - resource shortages - design problems and constraints - lack of essential construction information - construction errors - inclement weather - physical (workplace) constraints.
	2.4	Describe how any deviations from the planned progress could disrupt the programme, in relation to: <ul style="list-style-type: none"> - action lists - method statements - work costs.
	2.5	Explain how to quantify any deviations from planned progress in regards to the method of work and any implication on resources.

Units – Learning Outcomes and Assessment Criteria

Title:	Monitoring progress of work against schedules in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Confirm the circumstances of any deviations, and agree and implement appropriate corrective actions.	3.1	Analyse and agree corrective actions from identified deviations needed to maintain the project schedule.
	3.2	Plan and implement agreed corrective actions.
	3.3	Describe the methods that can confirm the circumstances of any deviations.
	3.4	Explain how to agree and implement corrective actions in circumstances of any deviations, in relation to: <ul style="list-style-type: none"> - restoring progress in accordance with agreed programme - agreeing new completion dates - securing additional resources - altering planned work.
4 Identify options which may produce savings in cost and time and help the contract progress, and pass options onto decision makers.	4.1	Establish suitable options to the work schedule considered to save cost and time.
	4.2	Inform relevant decision makers in a suitable format on identified options that can assist contractual progress.
	4.3	Explain how to identify the options which are most likely to minimise increases in cost and time and help contract progress.
	4.4	Describe the different methods and techniques used to communicate information about costs and time to relevant decision makers.
5 Inform decision makers about progress, changes to the operational programme and resource needs.	5.1	Collect and establish information of project progress against project specifications.
	5.2	Advise decision makers on project progress and recommended options for changes and resource needs.
	5.3	Describe how to best inform relevant decision makers on actions needed to be taken to maintain or improve project progress.
	5.4	Explain why and when decision makers should be informed about progress, any changes to the operational programme and resource needs.

Units – Learning Outcomes and Assessment Criteria

Title:	Monitoring progress of work against schedules in the workplace
Additional information about this unit	
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 credit value	9
Unit guided learning hours	30

Units – Learning Outcomes and Assessment Criteria

Title:	Implementing procedures to support the team’s performance in the workplace	
Unit Number:	L/503/2744	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Identify performance and bring directly to the attention of the team member concerned.	1.1	Inspect work undertaken by team members and establish performance against project and/or organisational requirements.
	1.2	Advise team members of possible non-compliances of work undertaken whilst conforming with organisational personnel procedures.
	1.3	Acknowledge good performance and provide related feedback to team members.
	1.4	Explain why it is important to acknowledge good performance with team members.
	1.5	Explain why it is important to promptly identify poor performance.
	1.6	Explain why poor performance of a team member should be brought promptly and directly to their attention.
2 Provide team members with the opportunity to discuss actual or potential problems affecting their performance.	2.1	Facilitate discussions with team members about any issues affecting their performance.
	2.2	Describe typical types of team member problems arising from work-related and/or personal factors.
	2.3	Explain the methods and techniques used to encourage and enable members to talk frankly about their problems.
	2.4	Explain why it is important to provide opportunities for team members to discuss problems.
	2.5	Agree with team members a course of action which is appropriate, timely and effective.
3 Agree with team members a course of action which is appropriate, timely and effective.	3.1	Identify and discuss possible courses of action that meet the needs (where possible) of the individual and the organisation.
	3.2	Make recommendations to the team member to develop and improve their work performance.
	3.3	Confirm a course of action with the team member which conforms to organisational procedures.
	3.4	Explain how to identify any problems which team members may be experiencing.
	3.5	Describe how to devise appropriate responses to team member problems.
	3.6	Describe the methods used to make recommendations for improvements and development of individuals and the team.

Units – Learning Outcomes and Assessment Criteria

Title:	Implementing procedures to support the team’s performance in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Ensure team members are aware of information regarding disciplinary and grievance procedures.	4.1	Discuss issues that may give rise to disciplinary and grievance procedures through team briefings.
	4.2	Give reasons for maintaining confidentiality when dealing with disciplinary and grievance procedures.
	4.3	Explain who may and may not receive information from disciplinary and/or grievance procedures.
	4.4	Describe the possible consequences should the wrong people be informed, in regards to: <ul style="list-style-type: none"> - the organisation - individuals rights - equality and diversity - development opportunities.
	4.5	Describe methods used to keep records of issues that may give rise to disciplinary and grievance procedures that have been discussed in team meetings.

Units – Learning Outcomes and Assessment Criteria

Title:	Implementing procedures to support the team’s performance in the workplace
Additional information about this unit	
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 credit value	11
Unit guided learning hours	37

Units – Learning Outcomes and Assessment Criteria

Title:	Planning demolition activities in the workplace	
Unit Number:	F/600/7561	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Confirm the work requirements when planning demolition activities against the information supplied.	1.1	Identify and establish at least two of the following demolition activities against at least five of the following information sources: <i>Demolition activity:</i> <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition. <i>Information sources:</i> <ul style="list-style-type: none"> – survey reports – design – contractual – statutory consents – risk assessments and method statements – programmes – records about the competence of people – sub-contractor arrangements – health, safety and environmental plan – Type 3 asbestos survey – service disconnection certificates – utilities survey report.
	1.2	Explain how work requirements for demolition activities can be confirmed against information sources.
	1.3	Explain who needs to be consulted when confirming work requirements for demolition activities.

Units – Learning Outcomes and Assessment Criteria

Title:	Planning demolition activities in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
2 Identify and review influencing factors and guidance material about the work environment.	2.1	Consider at least three of the following influencing factors when planning demolition activities: <ul style="list-style-type: none"> – organisational requirements – contractual requirements – statutory requirements – resource allocation – working requirements – environmental considerations – weather conditions.
	2.2	Examine at least two of the following guidance materials when planning demolition activities: <ul style="list-style-type: none"> – owner’s manuals – log books – maintenance schedules and manuals – practice guides and specifications – current legislation and official guidance.
	2.3	Explain how influencing factors and guidance materials can be identified and what different methods can be used to review them when planning demolition activities.
	2.4	Give reasons why influencing factors should be reviewed against guidance material.
3 Prioritise activities by assessing and accounting for all the influencing factors.	3.1	Prioritising demolition activities whilst considering influencing factors.
	3.2	Explain methods that can assess and account for influencing factors when prioritising demolition activities.
	3.3	Explain the factors that need to be taken into account when prioritising demolition activities.
	3.4	Give reasons why demolition activities should be prioritised.

Units – Learning Outcomes and Assessment Criteria

Title:	Planning demolition activities in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.	4.1	Review and update pre-determined demolition activity priorities by taking account of at least four of the following changing circumstances: <ul style="list-style-type: none"> – susceptibility to damage – safety requirements – need to inhibit and respond to deterioration – compromised operational effectiveness – weather conditions – use or change of use – meeting current legislation – resources – security threats.
	4.2	Explain methods that allow priorities to be amended when influencing factors have been taken into account.
	4.3	Explain how changing circumstances can be accounted for when planning demolition activities.
5 Prepare plans or schedules and negotiate and agree them with decision makers.	5.1	Identify, analyse and produce plans or schedules for at least three of the following demolition activities: <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition.
	5.2	Explain how plans and schedules can be prepared for demolition activities.
	5.3	Explain methods and techniques of negotiating and agreeing plans and schedules with decision makers.

Units – Learning Outcomes and Assessment Criteria

Title:	Planning demolition activities in the workplace
Additional information about this unit	
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	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	12
Unit guided learning hours	50

Units – Learning Outcomes and Assessment Criteria

Title:	Supervising demolition activities in the workplace	
Unit Number:	L/600/7563	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Carry out the supervision of demolition site activities which will minimise disruption and maintain optimum performance.	1.1	Undertake supervision duties for at least two of the following demolition activities: <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition.
	1.2	Explain how programmed demolition activities should be supervised and carried out.
	1.3	Explain how disruption to the works and general public can be minimised during demolition activities.
	1.4	Describe different methods that can optimise work performance during demolition.
2 Observe current legislation and official guidance appropriate to the work environment.	2.1	Protect the workforce, the general public, visitors and the environment by applying information relating to at least three of the following: <ul style="list-style-type: none"> – methods of work – risk assessment – safe use and storage of tools – safe use and storage of materials – traffic management – emergency plans.
	2.2	List and describe the current legislation and official guidance that applies directly to demolition activities.

Units – Learning Outcomes and Assessment Criteria

Title:	Supervising demolition activities in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Identify and assess faults and problems and recommend and implement corrective action which conforms to safe working methods and practices.	3.1	Observe and evaluate preparation and work activities against given requirements and methods of work to identify demolition faults and problems.
	3.2	Apply corrective actions that follow safe working methods and practices least three of the following demolition faults and problems: <ul style="list-style-type: none"> – limitations of design choices – construction errors – identification of further utilities – heritage concerns – environmental concerns – incorrect maintenance – identification of hazardous materials – breaches of security.
	3.3	Describe types of common faults and problems that can occur with demolition activities.
	3.4	Explain methods that can be used to identify potential demolition faults and problems.
	3.5	Explain techniques and methods that allow recommendations to be made and corrective actions applied on identified demolition faults and problems.
	3.6	List the type of corrective actions that can be made during demolition activities.
4 Conduct pre-work checks to meet statutory requirements and maintain safe working methods and practices.	4.1	Carry out checks on at least one of the following during preparation work for demolition activities: <ul style="list-style-type: none"> – condition – fit for purpose – health and safety.
	4.2	Explain the procedures that can apply when conducting pre-work checks to ensure compliance with statutory requirements.
	4.3	Explain methods of recording pre-work checks for demolition activities.
	4.4	Give reasons why pre-work demolition checks should be carried out.

Units – Learning Outcomes and Assessment Criteria

Title:	Supervising demolition activities in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
5 Keep accurate records of work progress checks, faults, problems, corrective action and quantities involved.	5.1	Implement recording systems following organisational procedures that identifies work progress checks, faults, problems and quantities involved.
	5.2	Explain the methods that can be used to keep accurate records of demolition work progress which can detail faults and problems, corrective actions and quantities of resources involved.
	5.3	Give reasons why accurate records should be kept.
6 Identify, assess and maintain the necessary resources for demolition activities.	6.1	Select and/or acquire and maintain at least three of the following resources for at least two of the following demolition activities: <i>Resources:</i> <ul style="list-style-type: none"> – people – plant, equipment or machinery – materials and components – sub-contractors – information – work and facilities – waste management – utility providers. <i>Demolition activity:</i> <ul style="list-style-type: none"> – soft strip – mechanical demolition – remote mechanical demolition – explosive demolition – selective demolition.
	6.2	Explain different ways that the necessary resources for demolition activities can be identified.
	6.3	Explain how resources can be assessed for quality and how to maintain necessary resources for demolition activities.

Units – Learning Outcomes and Assessment Criteria

Title:	Supervising demolition activities in the workplace
Additional information about this unit	
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	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	12
Unit guided learning hours	50

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	
Unit Number:	A/508/6587	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and use of powered units, tools or pedestrian plant, machinery or equipment.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, risk assessments, operating instructions 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"> – drawings, specifications, schedules, method statements, risk assessments, legislation, Codes of Practice, manufacturers' information and operating instructions.
2 Know how to comply with relevant legislation and official guidance to prepare and use powered units, tools or pedestrian plant, machinery or equipment.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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.
	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 reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Maintain safe and healthy working practices when preparing for and using powered units, tools or pedestrian plant, machinery or equipment.	3.1	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 using powered units, tools or pedestrian plant, machinery or equipment
	3.2	Demonstrate compliance with given information and relevant legislation when using powered units, tools or pedestrian plant, machinery or equipment in relation to two or more of the following: <ul style="list-style-type: none"> – safe use of access equipment – safe handling of materials – safe use and storage of materials, tools and equipment – specific risks to health.
	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to powered units, tools or pedestrian plant, machinery or equipment use, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources to prepare for and sustain powered units, tools or pedestrian plant, machinery or equipment.	4.1	Select resources associated with the type of work in relation to fuel/power source, lubricants and consumables.
	4.2	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"> – power source/fuels – consumables, lubricants.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Continued	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 methods of work.
	4.6	Describe how to identify quantity, length, area and wastage associated with the method/procedures to operate powered units, tools or pedestrian plant, machinery or equipment.
5 Minimise the risk of damage to the work and surrounding area when preparing to and using powered units, tools or pedestrian plant, machinery or equipment.	5.1	Protect the work and its surrounding area from damage. in accordance with safe working practices and organisational procedures
	5.2	Prevent damage and maintain a clean work space.
	5.3	Dispose of waste in accordance with current legislation.
	5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when preparing to and using powered units, tools or pedestrian plant, machinery or equipment.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
7 Comply with the given contract information to operate powered units, tools or pedestrian plant, machinery or equipment to the required specification.	7.1	Demonstrate the following work skills when using powered units, tools or pedestrian plant, machinery or equipment: <ul style="list-style-type: none"> – starting, stopping, replenishing, controlling and cleaning.
	7.2	Use and maintain powered units, tools and ancillary equipment.
	7.3	Operate and monitor powered units and tools or pedestrian plant, machinery or associated equipment to given working instructions relating to: <ul style="list-style-type: none"> – continual running – closing down – cleaning.
	7.4	Return powered unit, tools or pedestrian plant, machinery or equipment to a safe operational condition on completion of work.
	7.5	Disassemble and/or clean powered unit, tools or pedestrian plant, machinery or equipment.
	7.6	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"> – prepare, position and set up for work – secure accessories and tool attachments – carry out pre-use and function checks to manufacturers’ and suppliers’ information/ and procedures – complete pre-start and post stop checks – recognise the characteristics of the plant, machinery and equipment – identify specific operating and safety requirements for the task and work – recognise and determine when specific skills and knowledge are required and report accordingly
	7.7	<ul style="list-style-type: none"> – operate, use and control – monitor and maintain – replenish consumables – close down and secure – disassemble and clean – use access equipment – transport and store.
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when preparing for and using powered units, tools or pedestrian plant, machinery or equipment.
	7.9	Describe how to maintain the hand tools, portable power tools, powered units, pedestrian plant, machinery and ancillary equipment used for the work.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating powered units, tools or pedestrian plant, machinery or equipment in the workplace
Additional information about this unit	
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 3 NVQ Diploma in Demolition (Construction):</u></p> <p>One of the following endorsements required:</p> <ul style="list-style-type: none"> Generators Pumps Pedestrian operated plant or machines Mixers Compressors Self powered tools
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	7
Unit guided learning hours	23

Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace	
Unit Number:	A/508/6525	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <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"> – drawings, specifications, schedules, method statements, risk assessments, lift plans, work instructions, manufacturers' information, approved procedures and Codes of Practice.
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"> – 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.
	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 <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 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"> – safe use and storage of tools and equipment – safe use, storage and handling of lifting accessories – safe use of access equipment – specific risks to health.
	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"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	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"> – lifting accessories – signalling and communication equipment – hand tools and ancillary equipment.
	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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

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>	
8 Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.	8.1	Demonstrate the following work skills when preparing to and slinging and signalling loads: <ul style="list-style-type: none"> – 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.
	8.2	Use and maintain lifting accessories, lifting aids and equipment.
	8.3	Inspect and prepare lifting accessories prior to slinging.
	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: <ul style="list-style-type: none"> – balanced – unbalanced – loose – bundled – container – drum – a load where the machine operator cannot observe its full movement path.
	8.5	Guide, move and place suspended loads to specified destinations, using hand signals, to given working instructions for three of the following: <ul style="list-style-type: none"> – balanced – unbalanced – loose – bundled – container – drum – a load where the machine operator cannot observe its full movement path.
	8.6	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"> – 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 – confirm the authority, duties and responsibilities allocated – identify characteristics of lifting equipment and lifting accessories – identify and interpret valid certification for maintenance, inspection and thorough examination

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

Title:	Slinging and hand signalling the movement of suspended loads in the workplace
Additional information about this unit	
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 3 NVQ Diploma in Demolition (Construction):</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Demolition chargehand</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	10
Unit guided learning hours	33

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling plant (cranes and rigs) in the workplace	
Unit Number:	F/508/6588	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to erecting and dismantling plant.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, 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"> – drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
2 Organise with others the sequence and operation in which erecting and dismantling operations 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 erecting and dismantling operations.
3 Know how to comply with relevant legislation and official guidance when erecting and dismantling plant.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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.
	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:	Erecting and dismantling plant (cranes and rigs) in the workplace	
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 carrying out erecting and dismantling of plant.	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 erecting and dismantling operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out erecting and dismantling of plant in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of plant – safe use and storage of tools and equipment – safe use of access equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting and dismantling plant, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	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 Request and select the required quantity and quality of resources to carry out erecting and dismantling of plant.	5.1	Request and select resources associated with the work in relation to consumables, materials, attachments, 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"> – plant – hand and/or powered tools and equipment.
	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:	Erecting and dismantling plant (cranes and rigs) 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, pressure, quantity, length and area associated with the method/procedures to carry out the work.
6 Minimise the risk of damage to the work and surrounding area when erecting and dismantling plant.	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 erecting and dismantling plant.	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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling plant (cranes and rigs) in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
<p>8 Comply with the given contract information to erect and dismantle plant to the required specification.</p>	<p>8.1 Demonstrate the following work skills when erecting and dismantling plant:</p> <ul style="list-style-type: none"> – unloading, loading, siting, measuring, marking out, laying out, aligning, fitting, positioning, connecting, configuring, dismantling, removing, adjusting, securing, checking and inspecting.
	<p>8.2 Use and maintain hand tools, portable power tools, ancillary equipment and machinery.</p>
	<p>8.3 Prepare, erect and dismantle plant to given working instructions of one or more of the following:</p> <ul style="list-style-type: none"> – mobile crane – mobile tower crane – crawler crane – self-erect equipment – drilling rig – piling rig – demolition rig.
	<p>8.4 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"> – erect and dismantle one or more of the following: mobile crane, mobile tower crane, crawler crane, self-erect equipment, drilling rig, piling rig and demolition rig – consider ground conditions and work area – fit, fasten and secure equipment – dismantle and remove equipment – recognise the requirements for controlling, directing and guiding the movement and operations of plant and machinery
	<p>8.5</p> <ul style="list-style-type: none"> – identify valid certification for maintenance, inspection and thorough examination – recognise and determine when specific skills and knowledge are required and report accordingly – complete function checks – use access equipment – use hand tools, power tools, plant and equipment – record and report.
	<p>8.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing for and erecting and dismantling plant.</p>
	<p>8.7 Describe how to maintain the hand tools, portable power tools, plant and ancillary equipment used to erect and dismantle plant.</p>

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and dismantling plant (cranes and rigs) in the workplace
Additional information about this unit	
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 3 NVQ Diploma in Demolition (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Mobile crane Demolition rig</p>
Sector subject area	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	36
Unit guided learning hours	130

Units – Learning Outcomes and Assessment Criteria

Title:	Controlling, directing and guiding the operation of plant or machinery in the workplace	
Unit Number:	R/508/6532	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to controlling, directing and guiding the operation of plant or machinery.	1.1	Interpret and extract relevant information from specifications, schedules, 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"> – drawings, specifications, schedules, method statements, risk assessments, work instructions, manufacturers' information and official guidance for controlling, directing and guiding the operations of plant and machinery.
2 Organise with others the sequence and operation in which directing and guiding operations 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 directing and guiding the operation of plant and machinery.
3 Know how to comply with relevant legislation and official guidance when carrying out controlling, directing and guiding operations of plant or machinery.	3.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – 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.
	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:	Controlling, directing and guiding the operation of plant or machinery in the workplace	
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 controlling, directing and guiding the operation of plant and machinery.	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 controlling, directing and guiding the operation of plant and machinery.
	4.2	Demonstrate compliance with given information and relevant legislation when controlling, directing and guiding the operation of plant and machinery in relation to two or more of the following: <ul style="list-style-type: none"> – safe use and storage of tools – safe use and storage of equipment – specific risks to health.
	4.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to directing and guiding operations of plant and machinery, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	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 direct and guide the operation of plant and machinery.	5.1	Select resources associated with directing and guiding the operation of plant and machinery in relation to hand tools, ancillary equipment, and signalling and communication 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"> – signalling and communication equipment – hand tools and ancillary equipment – electronic guidance equipment, global positioning systems and laser marking devices – measuring equipment (pegs, tapes, strings, lines and levels).
	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:	Controlling, directing and guiding the operation of plant or machinery 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 and bearing pressures quantity, length, area and volume associated with the method/procedure for controlling, directing and guiding the operation of plant and machinery.
6 Minimise the risk of damage to the work and surrounding area when controlling, directing and guiding the operation of plant and machinery.	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 controlling, directing and guiding the operation of plant and machinery.	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"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
8 Comply with the given contract information to control, direct and guide the operation of plant or machinery to the required specification.	8.1	Demonstrate the following work skills when controlling, directing and guiding the operation of plant or machinery: <ul style="list-style-type: none"> – measuring, gauging, estimating, interpreting, judging, explaining, preparing, commanding, directing, guiding, indicating, informing, instructing, signing, positioning, moving, securing, signalling and relaying.
	8.2	Use and maintain hand tools, ancillary equipment, and signalling and communication equipment.

Units – Learning Outcomes and Assessment Criteria

Title:	Controlling, directing and guiding the operation of plant or machinery in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.3	Control, direct and guide the operation of plant or machinery not being used for lifting operations, but including plant or machinery used as work platforms, to given working instructions, relating to the following: <ul style="list-style-type: none"> – hand signals – hand signalling equipment – verbal and electronic communication equipment.
	8.4	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"> – identify the differences between directing and guiding operations, directing and guiding movement and slinging and signalling – interpret work plans – assess and determine the operation of plant and machinery (not being used for lifting operation but including plant or machinery used as work platforms) to include own position, visibility, ground conditions and features, proximity hazards and weight limits – identify the operational characteristics and limitations of plant and machinery, width, length, height, radius, reach, capacity – recognise blind-spots, potential crush zones and other limitations to operator visibility
	8.5	<ul style="list-style-type: none"> – control, direct and guide the operation of plant and machinery not being used for lifting operations to extract, excavate, construct, form, receive, transport, access, lay, distribute, compact, process, sweep, clean and clear – assess and determine the movement of extracted and excavated materials or commodities including the formation and removal of stockpiles, unloading, discharging and loading – control, direct and guide the operation of plant and machinery not being used for lifting operations on rough, uneven terrain and in areas of restricted movement – ensure the integrity of equipment, structures, materials and components close to operations while directing and guiding
	8.6	<ul style="list-style-type: none"> – recognise and utilise measurement and operation monitoring aids, pegs, tapes, strings, lines and levels, electronic guidance equipment, global positioning systems and laser marking devices – check measurements – signal and communicate following recognised and agreed operational procedures – recognise requirements for working on public highways – recognise and determine when specific skills and knowledge are required and report accordingly – use hand tools, ancillary equipment, and signalling and communication equipment.

Units – Learning Outcomes and Assessment Criteria

Title:	Controlling, directing and guiding the operation of plant or machinery in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
8 Continued	8.7	Describe the needs of other occupations and how to effectively communicate within a team when controlling, directing and guiding the operation of plant and machinery.
	8.8	Describe how to maintain hand tools, ancillary equipment, signalling and communication equipment used to control, direct and guide the operation of plant and machinery.

Title:	Controlling, directing and guiding the operation of plant or machinery in the workplace	
Additional information about this unit		
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	
Unit credit value	18	
Unit guided learning hours	60	

Units – Learning Outcomes and Assessment Criteria

Title:	Handing over property to recipients following construction or maintenance related activities in the workplace	
Unit Number:	J/504/8554	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Negotiate and confirm procedures and time for handing over the property.	1.1	Consult with the people responsible for the implementation and time of the hand over to recipients for property.
	1.2	Confirm the procedures that need to be followed when handing over property to recipients.
	1.3	Outline the types of recipients that handovers of properties would be undertaken with.
	1.4	Explain methods that allow hand over procedures to be negotiated and confirmed with people responsible.
	1.5	Describe the techniques for negotiating and agreeing hand over times.
	1.6	Give reasons why agreed hand over procedures should be followed and explain possible consequences should this not happen.
2 Analyse completed work against property specifications, identify and record any discrepancies.	2.1	Inspect the finished work on properties and compare against the property work specifications.
	2.2	Note discrepancies that are evident between the work specifications and the finished work.
	2.3	List the types of construction-related work that may be undertaken on properties where hand over procedures can occur.
	2.4	Explain methods that allow the analysing of property specifications in order to compare details with completed tasks or work.
	2.5	Explain ways that properties can be checked against the specifications and outline the formats that results could be recorded in.
	2.6	Outline the types of discrepancies that could occur between specifications and completed work or tasks.
	2.7	Describe ways that discrepancies between property specifications and completed tasks or work could be identified.

Units – Learning Outcomes and Assessment Criteria

Title:	Handing over property to recipients following construction or maintenance related activities in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
3 Take appropriate action to resolve any problems that emerge from an inspection of the property.	3.1	Implement actions needed to resolve problems identified during property inspections prior to handover.
	3.2	Describe the types of problems that could be evident when inspecting properties following completed work or tasks.
	3.3	Explain how properties can be inspected to ensure work or tasks are complete prior to handover.
	3.4	Explain possible actions that can or should be taken to resolve problems that may be identified during property inspections prior to handover.
4 Ensure the property is clean and tidy and all redundant materials are removed.	4.1	Inspect properties to ascertain cleanliness and tidiness prior to the handover.
	4.2	Implement actions where necessary to ensure properties are clean, tidy and free of redundant materials.
	4.3	Explain procedures that can be used to ensure that properties are clean and tidy, redundant materials are removed, and that problems are resolved before hand over.
	4.4	Give reasons why properties must be clean, tidy and redundant materials removed before handover, and explain possible consequences should properties not be in agreed states of cleanliness.
5 Observe current legislation and official guidance appropriate to the work environment.	5.1	Protect the workforce, the general public, visitors and the environment by applying information from at least three of the following: <ul style="list-style-type: none"> – methods of work – risk assessment – safe use and storage of tools – safe use and storage of materials – traffic management – emergency plans.
	5.2	Explain what current legislation and official guidance applies directly to the handing over of property.

Units – Learning Outcomes and Assessment Criteria

Title:	Handing over property to recipients following construction or maintenance related activities in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
6 Provide the recipient with all relevant documents, materials, information and keys or access media.	6.1	Collate and prepare all relevant documentation, materials, information, keys or access media relevant to the properties being handed over.
	6.2	Hand over all relevant information and equipment for the relevant property.
	6.3	Describe the types of information that should be provided when handing over properties following construction or maintenance related work.
	6.4	Explain how to ensure that relevant information for properties is available for the recipient.
	6.5	Explain methods and formats that requisite documents, materials, information and access media can be provided to the recipient on hand over.
7 Advise the recipient of the procedure for contacting the appropriate people in the event of any problems.	7.1	Provide the recipient with requisite contact and procedural information relating to subsequent problems that may arise following hand over.
	7.2	Explain methods and formats that relevant information relating to contacts and problems can be provided to the recipient following hand over.

Units – Learning Outcomes and Assessment Criteria

Title:	Handing over property to recipients following construction or maintenance related activities in the workplace
Additional information about this unit	
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 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 credit value	8
Unit guided learning hours	20



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