Level 3 NVQ Diploma in Accessing Operations And Rigging (Construction)

Qualification Specification

Contents

Introduction

The Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction) has been developed and designed to recognise the knowledge, skills and competence of individuals who specialise in accessing and rigging occupations in the construction industry. There are 5 Pathways available:

Pathway 1: Scaffolding and Offshore Scaffolding
Pathway 2: Steeplejacking
Pathway 3: Lightning Protection Engineer
Pathway 4: Temporary Suspended Access Equipment
Pathway 5: Lightning Protective Systems Inspecting and Testing

The awarding body for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for these qualifications has been approved by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland. This qualification has been accredited onto the Regulated Qualifications Framework (RQF).

Qualification Profile

Qualification title	**ProQual Level 3 NVQ Diploma in Accessing Operations and Rigging (Construction)**
Ofqual qualification number	601/6505/4
Level	Level 3
Total qualification time	960-1860 hours
Guided learning hours	391-620
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/7/15
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

Candidates must achieve **96 credits**:

- 48 credits from the Mandatory units, plus
- the required Mandatory/Optional units from one of the pathways:

Pathway 1: Scaffolding and Offshore Scaffolding
Pathway 2: Steeplejacking
Pathway 3: Lightning Protection Engineer
Pathway 4: Temporary Suspended Access Equipment
Pathway 5: Lightning Protective Systems Inspecting and Testing

Mandatory Units – all Pathways			
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**
M/600/8303	Utilising provision of fall protection systems and/or equipment in the workplace	2	17
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	10
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	8
R/503/2924	Confirming the occupational method of work in the workplace	3	11
A/503/1170	Conforming to general health, safety and welfare in the workplace	1	2

Pathway 1: Scaffolding and Offshore Scaffolding

Mandatory Units – complete all units			
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**
M/600/8303	Utilising provision of fall protection systems and/or equipment in the workplace	2	17
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	10
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	8
R/503/2924	Confirming the occupational method of work in the workplace	3	11
A/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
L/600/8261	Erecting specialised, designed scaffolds and rigging in the workplace	3	25
Optional Units – complete a minimum of 2 units (44 credits)			
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**
H/600/8265	Erecting and dismantling overhead scaffolds in the workplace	3	25
K/600/8266	Erecting and dismantling falsework scaffolds in the workplace	3	23
T/600/8268	Erecting and dismantling shoring scaffolds in the workplace	3	26
A/600/8272	Erecting and dismantling temporary roof scaffolds in the workplace	3	21
Additional Unit – candidates may complete but will not count towards the qualification			
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**
F/503/9920	Inspecting scaffolding/rigging systems in the workplace	3	21

Pathway 2: Steeplejacking

Mandatory Units – complete all units			
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**
M/600/8303	Utilising provision of fall protection systems and/or equipment in the workplace	2	17
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	10
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	8
R/503/2924	Confirming the occupational method of work in the workplace	3	11
A/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
L/503/9919	Carrying out site measurements and evaluations in the workplace	3	19
L/503/9922	Erecting and removing specialist access equipment in the workplace	2	22
Y/600/8327	Installing temporary lifting and suspension apparatus in the workplace	2	25
L/600/8261	Erecting specialist, designed scaffolds and rigging in the workplace	3	25
L/600/8275	Erecting and dismantling steeplejack scaffolds for multi-faceted surfaces in the workplace	3	26
F/503/9920	Inspecting scaffolding/rigging systems in the workplace	3	21

Pathway 3: Lightning Protection Engineer

Mandatory Units – complete all units			
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**
M/600/8303	Utilising provision of fall protection systems and/or equipment in the workplace	2	17
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	10
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	8
R/503/2924	Confirming the occupational method of work in the workplace	3	11
A/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
L/503/9919	Carrying out site measurements and evaluations in the workplace	3	19
L/503/9922	Erecting and removing specialist access equipment in the workplace	2	22
Y/600/8330	Installing lightning conductor systems in the workplace	2	20
A/503/9639	Locating and protecting utilities apparatus and sub-structures in the workplace	2	12
Y/600/8280	Installing electrical earthing systems in the workplace	3	30

Pathway 4: Rigging – Temporary Suspended Access Equipment

Mandatory Units – complete all units			
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**
M/600/8303	Utilising provision of fall protection systems and/or equipment in the workplace	2	17
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	10
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	8
R/503/2924	Confirming the occupational method of work in the workplace	3	11
A/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
L/600/8261	Erecting specialised, designed scaffolds and rigging in the workplace	3	25
F/503/9920	Inspecting scaffolding/rigging systems in the workplace	3	21
K/600/8283	Devising and erecting specialised rigging/scaffolding systems in the workplace	3	26

Pathway 5: Lightning Protective Systems Inspecting and Testing

Mandatory Units – complete all units			
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**
M/600/8303	Utilising provision of fall protection systems and/or equipment in the workplace	2	17
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	10
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	8
R/503/2924	Confirming the occupational method of work in the workplace	3	11
A/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
L/503/9919	Carrying out site measurements and evaluations in the workplace	3	19
D/600/8281	Erecting and dismantling access/working platforms in the workplace	2	8
R/503/9923	Inspecting and testing lightning protection systems in the workplace	3	21

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
For each competence-based unit centres must be able to provide at least one assessor and one internal verifier who are suitably qualified for the specific occupational area. Assessors and internal verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

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

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 qualification 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

Please refer to the **QCF Qualifications Candidate Guide** or the **Assessor Guide to Portfolios of Evidence** for more information.

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 for this qualification can be found from page 12.

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 required credits for qualifications will be awarded:

- A certificate listing all units achieved with their related credit value, 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 required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

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

Learning Outcomes and Assessment Criteria
Unit M/600/8303
Utilising Provision of Fall Protection Systems and/or Equipment in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when utilising provision of fall protection systems and/or equipment.	1.1	Interpret and extract information from plans, drawings, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, regulations and official guidance associated with the provision of fall protection systems.
2	Know how to comply with relevant legislation and official guidance when utilising provision of fall protection systems and/or equipment.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible for making reports.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Avoid risk by maintaining safe working practices when utilising provision of fall protection systems and/or equipment.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when utilising provision of fall protection systems and/or equipment.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to utilising provision of fall protection systems and/or equipment, and the types, purpose and limitations of each type.
		3.3	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 utilise provision of fall protection systems and/or equipment.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – collective protective equipment – full body harness – lanyard with and without shock absorber – associated hooks, rings and buckles – tools and equipment.
		4.2	Select resources associated with own work in relation to materials and components, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity associated with the method/procedure to utilise provision of fall protection systems.
5	Minimise the risk of damage to the work and surrounding area	5.1	Protect the work and its surrounding area from damage.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	when utilising provision of fall protection systems and/or equipment.	5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State 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 utilising provision of fall protection systems and/or equipment.	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: – 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 utilise provision of fall protection systems to the required specification and/or equipment.	7.1	Demonstrate the following work skills when utilising provision of fall protection systems and/or equipment: – wearing, attaching, setting out, positioning, securing, checking and removing.
		7.2	Employ and utilise fall protection systems and/or equipment to given working instructions, using recognised anchor points for two of the following: – scaffold/rigging – secured steelwork structures – wire and rope systems – permanently installed anchorage points – temporary anchorage points – track systems

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– proprietary systems.
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – locate and position fall protection systems – wear safety harnesses, attach and secure to fall protection system's equipment – identify the differences between, fall arrest, restraint and access systems and harnesses – identify the differences between shock absorbent and restraining lanyards – visually inspect the fall protection system and equipment for security, safety and operational movement – identify the thorough examination and test criteria for fall protection equipment (inertia reels, eyebolts and anchor points) – apply hierarchy of control measures for working at height – detach and remove fall protection attire and equipment – comply with a rescue plan – use hand tools – use access equipment.
	7.4	Safely use and store materials, hand tools, and fall protection systems and equipment.
	7.5	State the needs of other occupations and how to communicate within a team when utilising provision for fall protection systems.
	7.6	Describe how to maintain the tools, systems and equipment used when utilising provision of fall protection systems and/or equipment.

Unit A/503/2772
Confirming Work Activities and Resources for an Occupational Work Area in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – 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: – contract conditions – contract programme – health and safety requirements of operatives.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Evaluate the requirements of significant external factors that could affect the progress of work, in relation to: – other related programmes – special working conditions – weather conditions – other occupations/people – resources – health and safety requirements.
4	Identify work activities which influence each other and make the best use of there sources 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: – 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.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	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.

Unit M/503/2915
Developing and Maintaining Good Occupational Working Relationships in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – 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: – colleagues – employers

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– customers – contractors – suppliers of products and services – other people affected by the work/project.
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: – 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.

Unit R/503/2924
Confirming the Occupational Method of Work in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – 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: – 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: – customers or representatives – suppliers – regulatory authorities – manufacturer’s literature.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – 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: – 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.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	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.

Unit A/503/1170
Conforming to General Health, Safety and Welfare in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: – 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.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
2	Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
		2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
		2.3	List the current Health and Safety Executive top ten safety risks.
		2.4	List the current Health and Safety Executive top five health risks.
		2.5	State how changing circumstances within the workplace could cause hazards.
		2.6	State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
3	Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1	Interpret and comply with given instructions to maintain safe systems of work and quality working practices.
		3.2	Contribute to discussions by offering/providing feedback relating to health, safety and welfare.
		3.3	Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.
		3.4	Safely store health and safety control equipment in accordance with given instructions.
		3.5	Dispose of waste and/or consumable items in accordance with legislation.
		3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			– 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.
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: – 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: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Unit L/600/8261
Erecting Specialised, Designed Scaffolds and Rigging in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting specialised, designed scaffolds and rigging.	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance.
2	Know how to comply with relevant legislation and official guidance when erecting specialised, designed scaffolds and rigging.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when erecting specialised, designed scaffolds and rigging.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting specialised, designed scaffolds and rigging.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting specialised, designed scaffolds and rigging, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect specialised, designed scaffolds and rigging.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – tube and fitting – systems scaffold – associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) – hand tools, measuring and calculation tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect specialised, designed scaffolds and rigging.
5	Minimise the risk of damage to the work and surrounding area when erecting specialised, designed scaffolds and rigging.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State 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 erecting specialised, designed scaffolds and rigging.	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
7	Comply with the given contract information to erect specialised, designed scaffolds and rigging to the required specification.	7.1	Demonstrate the following work skills when erecting specialised, designed scaffolds and rigging: – inspecting, measuring, positioning, setting out, evaluating and organising.
		7.2	Erect an engineer's designed specialised scaffold/rigging structure to given working instructions for one of the following occupational areas: – scaffolding – steeplejacking – rigging: structures used in entertainment – rigging: suspended access equipment – off-shore scaffolding.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – refer to survey and site inspection for the specialised, designed scaffold/rigging requirement – confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered – measure and evaluate the scope and design of the scaffold/rigging – plan for and organise resources to erect the scaffold/rigging to the design – confirm and set out for the scaffold/rigging to be erected – erect scaffolds for use by other occupations – maintain records and document design of scaffold/rigging – visually inspect fall protection equipment – Install and test ties and anchors – use hand tools, measuring and calculation tools, ancillary equipment – work at height

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– use access equipment.
	7.4	Safely use and store hand tools, measuring and calculation tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when erecting specialised, designed scaffolds and rigging.
	7.6	Describe how to maintain the tools and equipment used when erecting specialised, designed scaffolds and rigging.

Unit H/600/8265
Erecting and Dismantling Overhead Scaffolds in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting and dismantling overhead scaffolds.	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work.
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling overhead scaffolds.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when erecting and	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	dismantling overhead scaffolds.		accordance with legislation and organisational requirements when erecting and dismantling overhead scaffolds.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling overhead scaffolds, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle overhead scaffolds.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – tube and fitting – systems scaffold – associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) – hand tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle overhead scaffold structures.
5	Minimise the risk of damage to the work and surrounding	5.1	Protect the work and its surrounding area from damage.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	area when erecting and dismantling overhead scaffolds.	5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State 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 erecting and dismantling overhead scaffolds.	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: – 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 erect and dismantle overhead scaffolds to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling overhead scaffolds: – measuring, setting out, assembling, fixing, positioning, securing and removing.
		7.2	Erect and dismantle tube and fitting and/or system scaffold for overhead scaffolds to given working instructions to form two of the following: – drop scaffolds – hung scaffolds – scaffolds to span gaps (bridging) – load bearing scaffold – scaffolds with restricted access and/or build restrictions – truss out.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify requirements of scaffold design drawings and formula – confirm the area to erect the overhead scaffold – confirm the stability of the foundation/structure on which the scaffold will be erected and secured has been considered – calculate weight distribution and load balance – confirm the materials and component make-up (tube and fitting, systems scaffold) – set out and prepare for the scaffold structure – erect and secure the following scaffolds: drop, hung and load bearing scaffolds, scaffolds with restricted access and build restrictions, truss out – erect and secure scaffold for the use of other occupations – dismantle and remove overhead scaffolds – visually inspect fall protection equipment – install and test anchors and ...
	7.4	... ties – use hand tools and ancillary equipment – work at height – use access equipment.
	7.5	Safely use and store materials, hand tools and ancillary equipment.
	7.6	State the needs of other occupations and how to communicate within a team when erecting and dismantling overhead scaffolds.
	7.7	Describe how to maintain the tools and equipment used when erecting and dismantling overhead scaffolds.

Unit K/600/8266
Erecting and Dismantling Falsework Scaffolds in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting and dismantling falsework scaffolds.	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work.
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling falsework scaffolds.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when erecting and	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	dismantling falsework scaffolds.		accordance with legislation and organisational requirements when erecting and dismantling falsework scaffolds.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling falsework scaffolds, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle falsework scaffolds.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – tube and fitting – systems scaffold – associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) – hand tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle falsework scaffolds.
5	Minimise the risk of damage to the work and surrounding	5.1	Protect the work and its surrounding area from damage.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	area when erecting and dismantling falsework scaffolds.	5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State 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 erecting and dismantling falsework scaffolds.	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: – 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 erect and dismantle falsework scaffolds to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling falsework scaffolds: – measuring, setting out, assembling, fixing, positioning, securing and removing.
		7.2	Erect and dismantle tube and fitting and/or systems scaffold to given working instructions to form falsework scaffolds (live loads).
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify requirements of scaffold drawings and formula – confirm the area to erect falsework scaffolds

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered – calculate weight distribution and load balance (live loads) – confirm the materials and component make-up (tube and fitting, systems scaffold) – set out and prepare for the scaffold structure – erect and secure the scaffold for the use of other occupations – dismantle and remove falsework scaffolds – visually inspect fall protection equipment – use hand tools and ancillary equipment – work at height – use access equipment.
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling falsework scaffolds.
	7.6	Describe how to maintain the tools and equipment used when erecting and dismantling falsework scaffolds.

Unit T/600/8268
Erecting and Dismantling Shoring Scaffolds in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting and dismantling shoring scaffolds.	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work.
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling shoring scaffolds.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when erecting and dismantling shoring scaffolds.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling shoring scaffolds.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling shoring scaffolds, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle shoring scaffolds.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – tube and fitting – systems scaffold – associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) – hand tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, access equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle shoring scaffolds.
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling shoring scaffolds.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State 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 erecting and dismantling shoring scaffolds.	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: – 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 erect and dismantle shoring scaffolds to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling shoring scaffolds: – measuring, setting out, assembling, fixing, positioning, securing and removing.
		7.2	Erect and dismantle tube and fitting and/or systems scaffold to given working instructions to form two of the following: – raking-shore scaffolds – flying-shore scaffolds – deadshore scaffolds.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify requirements of scaffold drawings and formula – confirm the area to erect the shoring scaffold – confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered – calculate weight distribution and load balance

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– confirm the materials and component make-up (tube and fitting, systems scaffold) – set out and prepare for the scaffold structure – erect and secure the scaffold for the use of other occupations – dismantle and remove scaffold structure – visually inspect fall protection equipment – install and test ties and anchors – use hand tools and ancillary equipment – work at height – use access equipment.
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling shoring scaffolds.
	7.6	Describe how to maintain the tools and equipment used when erecting and dismantling shoring scaffolds.

Unit A/600/8272
Erecting and Dismantling Temporary Roof Scaffolds in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting and dismantling temporary roof scaffolds.	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work.
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling temporary roof scaffolds.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible making reports.
3	Maintain safe working practices when erecting and	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	dismantling temporary roof scaffolds		accordance with legislation and organisational requirements when erecting and dismantling temporary roof scaffolds.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling temporary roof scaffolds, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle temporary roof scaffolds.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – tube and fitting – systems scaffold – associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) – lifting accessories – hand tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle temporary roof scaffold structures.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling temporary roof scaffolds.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State 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 erecting and dismantling temporary roof scaffolds.	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: – 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 erect and dismantle temporary roof scaffolds to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling temporary roof scaffolds: – measuring, setting out, assembling, fixing, positioning, securing and removing.
		7.2	Erect and dismantle tube and fitting and/or systems scaffolds to given working instructions to form: – mobile temporary roofs – prefabricated roof scaffolds – beams.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify requirements of scaffold design drawings and formula – confirm the area to erect the temporary roof scaffold – confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered – calculate weight distribution and load balance – confirm the materials and component make-up (tube and fitting, systems scaffold) – set out and prepare for the scaffold structure – erect, secure, dismantle and remove the following: temporary roof scaffolds, structures using independent scaffolds and beams, mobile temporary roofs, prefabricated roof scaffolds – erect and secure the scaffold for the use of other occupations – work with lifting equipment and accessories – visually inspect fall ...
	7.4	... protection equipment – install and test anchors and ties – use hand tools and ancillary equipment – work at height – use access equipment.
	7.5	Safely use and store materials, hand tools and ancillary equipment.
	7.6	State the needs of other occupations and how to communicate within a team when erecting and dismantling temporary roof scaffolds.
	7.7	Describe how to maintain the lifting accessories, tools and equipment used when erecting and dismantling temporary roof scaffolds.

Unit F/503/9920
Inspecting Scaffolding/Rigging Systems in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when inspecting scaffolding/rigging systems.	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules 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: – plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding/rigging.
2	Know how to comply with relevant legislation and official guidance when inspecting scaffolding/rigging systems.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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.
3	Maintain safe and healthy working practices when	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	inspecting scaffolding/rigging systems.		organisational requirements when inspecting scaffolding/rigging systems.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to inspecting scaffolding/rigging systems, and the types, purpose and limitations of each type.
		3.3	Describe how the relevant personal protective equipment (PPE) should be used in accordance with given instructions.
		3.4	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 hazards.
4	Select the required quantity and quality of resources for the methods of work to inspect scaffolding/rigging systems.	4.1	Select resources associated with own work equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: inspection and recording equipment.
		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.
5	Minimise the risk of damage to the work and surrounding area when inspecting scaffolding/rigging systems.	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 current legislation.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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 inspecting scaffolding/rigging systems.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 inspect scaffolding/rigging systems to the required specification.	7.1	Demonstrate the following work skills when inspecting scaffolding/rigging systems: – measuring, checking and recording.
		7.2	Inspect scaffolding/rigging systems for compliance with current legislation and issue an inspection or thorough examination certificate.
		7.3	Safely use materials, tools and inspection and recording equipment.
		7.4	Safely store the materials, tools and equipment used when inspecting scaffolding/rigging systems.
		7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: identify the location and the type of scaffolding/rigging arrangement for inspection

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		confirm frequency of inspection and thorough examination inspect stability and security of the scaffold and rigging structures confirm that the structure complies with current legislation and approved practices communicate with appropriate personnel for corrections to the structure that will uphold its integrity and security record and report findings issue appropriate certification visually inspect fall protection equipment use inspection and recording equipment work at height use access equipment.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when inspecting scaffolding/rigging systems.
	7.7	Describe how to maintain the tools and equipment used when inspecting scaffolding/rigging systems.

Unit L/503/9919
Carrying Out Site Measurements and Evaluations in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when carrying out site measurements and evaluations.	1.1	Interpret and extract information from drawings, specifications, method statements, schedules, manufacturers' information and oral/written instructions.
		1.2	Comply with information and/or instructions derived from risk assessments and/or 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: – drawings, specifications, schedules, method statements, manufacturers' information and regulations governing buildings.
2	Know how to comply with relevant legislation and official guidance when carrying out site measurements and evaluations.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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.
3	Maintain safe and healthy working practices when carrying out site measurements and evaluations.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when carrying out site measurements and evaluations.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to carrying out site measurements and evaluations, and the types, purpose and limitations of each type.
		3.3	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 hazards.
4	Select the required quantity and quality of resources for the methods of work to carry out site measurements and evaluations.	4.1	Select resources associated with own work in relation to measuring and recording tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – measuring tapes, levels, documentation, materials and components – measuring and recording tools and equipment.
		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 calculate quantity, length, area and wastage associated with the method/procedure to carry out site measurements and evaluations.
5	Minimise the risk of damage to the work and surrounding area when carrying out site measurements and evaluations.	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.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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 carrying out site measurements and evaluations.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of work schedules/diaries, 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 carry out site measurements and evaluations to the required specification.	7.1	Demonstrate the following work skills when carrying out site measurements and evaluations: measuring, marking out, evaluating, reporting and communicating.
		7.2	Carry out site measurements and evaluations relating to construction and allied activities, for own work area, to given working instructions: – measure and check dimensions – confirm structural backgrounds as complete and acceptable for work requirements – report results of findings to manager, as appropriate.
		7.3	Safely use materials, measuring tools and/or equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.4	Safely store the materials, tools and equipment used when carrying out site measurements and evaluations.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – measure and check dimensions – confirm structural backgrounds as complete and acceptable to work requirements – evaluate work requirements – report to manager, as appropriate – use access equipment – work at height – use measuring and recording tools and equipment.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when carrying out site measurements and evaluations.
	7.7	Describe how to maintain the measuring and recording tools and/or equipment used when carrying out site measurements and evaluations.

Unit L/503/9922
Erecting and Removing Specialist Access Equipment in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting and removing specialist access equipment.	1.1	Interpret and extract information from drawings, method statements, risk assessments, specifications, schedules 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: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, regulations and official guidance associated with accessing work.
2	Know how to comply with relevant legislation and official guidance when erecting and removing specialist access equipment.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: – 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.
3	Maintain safe and healthy working practices when	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	erecting and removing specialist access equipment.		accordance with current legislation and organisational requirements when erecting and removing specialist access equipment.
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to erecting and removing specialist access equipment, and the types, purpose and limitations of each type.
		3.3	Describe how the relevant personal protective equipment (PPE) should be used in accordance with given instructions.
		3.4	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 hazards.
4	Select the required quantity and quality of resources for the methods of work to erect and remove specialist access equipment.	4.1	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – vertical ladders – roof ladders – crawler boards – rope ladders – cradles – bosun's seats – decking frames – associated securing materials (rope, lashings, clamps, anchors and ties) – hand tools and ancillary equipment.
		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.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.5	Describe any potential hazards associated with the resources and methods of work.
		4.6	Describe how to calculate quantity and length associated with the method/procedure to erect and remove specialist access equipment.
5	Minimise the risk of damage to the work and surrounding area when erecting and removing specialist access equipment.	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 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 erecting and removing specialist access equipment.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 erect and remove specialist access	7.1	Demonstrate the following work skills when erecting and removing specialist access equipment:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
equipment to the required specification.		– measuring, setting out, positioning, assembling, fixing, checking, securing, dismantling and removing.
	7.2	Erect and remove specialist equipment for accessing to given working instructions for one of the following occupational areas and its access equipment: – steeplejacking: vertical ladders and roof ladders – lightning conductor engineer: roof ladders, tower scaffolds and crawler boards – rigging – suspended access equipment: suspended platforms – rigging – structures used in entertainment: vertical ladders, rope ladders and crawler boards.
	7.3	Safely use materials, hand tools and ancillary equipment.
	7.4	Safely store the materials, tools and equipment used when erecting and removing specialist access equipment.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify the occupational environment – confirm the type of access equipment (vertical ladders, roof ladders, crawler boards, rope ladders, cradles, bosun's seats, metal sections and suspended platforms) – check and prepare to erect specialist access equipment – position, erect and secure the equipment – dismantle and remove the equipment – install and test anchors and ties – identify the inspection criteria for completed specialist access equipment – visually inspect fall protection equipment – use hand tools and ancillary equipment – work at height. – use access equipment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when erecting and removing specialist access equipment.
	7.7	Describe how to maintain the tools and equipment used when erecting and removing specialist access equipment.

Unit Y/600/8327
Installing Temporary Lifting and Suspension Apparatus in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing temporary lifting and suspension apparatus.	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with temporary lifting and suspension work.
2	Know how to comply with relevant legislation and official guidance when installing temporary lifting and suspension apparatus.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when installing	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	temporary lifting and suspension apparatus.		in accordance with legislation and organisational requirements when installing temporary lifting and suspension apparatus.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing temporary lifting and suspension apparatus, and the types, purpose and limitations of each type.
		3.3	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 install temporary lifting and suspension apparatus.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – wire and fibre ropes – chains and slings – winches and pulley blocks – counterbalance systems – decking, planks, rails, boards, bosun's seats – associated securing materials (lashing, clamps, anchors, ties) – hand tools and equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity and length associated with the method/procedure to install temporary lifting and suspension apparatus.
5	Minimise the risk of damage to the work and surrounding area	5.1	Protect the work and its surrounding area from damage.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	when installing temporary lifting and suspension apparatus.	5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when installing temporary lifting and suspension apparatus.	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: – 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 install temporary lifting and suspension apparatus to the required specification.	7.1	Demonstrate the following work skills when installing temporary lifting and suspension apparatus: – measuring, setting out, positioning, checking, operating, securing, dismantling and removing.
		7.2	Install and remove temporary lifting and suspension apparatus to given working instructions, relating to two of the following: – block and tackle material lifting gear (manual and mechanical) – cradle suspensions – rope access equipment – bosun's seats – winches – counterbalance lifting systems

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– suspended platforms.
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify and confirm the requirement to install temporary lifting and suspension apparatus – prepare types of lifting and suspension apparatus to conform with the method of installation (manual and mechanical) – install and remove using: block and tackle material lifting gear (manual and mechanical), cradle suspensions, rope access equipment, bosun's seats, winches, counterbalance systems, suspended platform systems – position, install, secure, dismantle and remove temporary lifting and suspension apparatus – erect designed and un-designed scaffold (limitations and formula) – conduct pre-use checks on manual, electrical and mechanical equipment – visually inspect fall protection equipment – install and test anchors and ties – identify the differences ...
	7.4	... between man-riding and material lifting suspension apparatus – use hand tools and ancillary equipment – work at height – use access equipment.
	7.5	Safely use and store materials, hand tools and ancillary equipment.
	7.6	State the needs of other occupations and how to communicate within a team when installing temporary lifting and suspension apparatus.
	7.7	Describe how to maintain the tools and equipment used when installing temporary lifting and suspension apparatus.

Unit L/600/8275
Erecting and Dismantling Steeplejack Scaffolds for Multi-faceted Surfaces in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting and dismantling steeplejack scaffolds for multi-faceted surfaces.	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work.
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling steeplejack scaffolds for multi-faceted surfaces.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when erecting and	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	dismantling steeplejack scaffolds for multi-faceted surfaces.		in accordance with legislation and organisational requirements when erecting and dismantling steeplejack scaffolds for multi-faceted surfaces.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling steeplejack scaffolds for multi-faceted surfaces, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle steeplejack scaffolds for multi-faceted surfaces.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – tube and fitting – systems scaffold – associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) – hand tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle steeplejack scaffolds on multi-faceted surfaces.
5	Minimise the risk of damage to the work and surrounding area	5.1	Protect the work and its surrounding area from damage.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	when erecting and dismantling steeplejack scaffolds for multi-faceted surfaces.	5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State 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 erecting and dismantling steeplejack scaffolds for multi-faceted surfaces.	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: – 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 erect and dismantle steeplejack scaffolds on multi-faceted surfaces to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling steeplejack scaffolds to multi-faceted surfaces: – measuring, setting out, assembling, fixing, positioning, securing and removing.
		7.2	Erect and dismantle tube and fitting and/or systems scaffold for steeplejack scaffolds, to given working instructions, for one of the following: – internal multi-faceted surfaces – external multi-faceted surfaces.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– identify and confirm the area to erect the scaffold – confirm that the stability of the multi-faceted surface's foundation/structure on which the scaffold will be erected and secured has been considered – calculate weight distribution and load balance – confirm the materials and component make-up (tube and fitting, systems scaffold) – set out and prepare for the scaffold structure on multi-faceted surfaces – erect and secure the scaffold for use by other occupations – dismantle and remove scaffold from multi-faceted surfaces – install and test anchors and ties – visually inspect fall protection equipment – use hand tools, power tools and ancillary equipment – work at height – use access equipment.
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling steeplejack scaffolds for multi-faceted surfaces.
	7.6	Describe how to maintain the tools and equipment used when erecting and dismantling steeplejack scaffolds for multi-faceted surfaces.

Unit Y/600/8330
Installing Lightning Conductor Systems in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing lightning conductor systems.	1.1	Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – drawings, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with lightning conductor work.
2	Know how to comply with relevant legislation and official guidance when installing lightning conductor systems.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible for making reports.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Maintain safe working practices when installing lightning conductor systems.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing lightning conductor systems.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing lightning conductor systems, and the types, purpose and limitations of each type.
		3.3	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 install lightning conductor systems.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – air terminations: – stainless metals (plain, sheathed, coated) – rods, tapes, cables, clamps, bonds, fixings – earth terminations: – copper and copper clad – rods, tapes, cables, clamps, bonds, fixings, welding materials, riveted joints, earth pits – plastics, adhesives, inhibiting pastes, adhesive tapes, screws, plugs, nuts, bolts – hand tools, powered tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install lightning conductor systems.
5	Minimise the risk of damage to the work and surrounding area when installing lightning conductor systems.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when installing lightning conductor systems.	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
7	Comply with the given contract information to install lightning conductor systems to the required specification.	7.1	Demonstrate the following work skills when installing lightning conductor systems: – cleaning, dressing, measuring, forming, cutting, drilling, plugging, driving, positioning, clamping, bonding, securing, welding and testing.
		7.2	Install components to the structural fabric to given working instructions, including: – air terminations – down conductors – earthing – bonding.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify types of structure and the structural fabric – confirm the means of access to carry out the work – confirm the type of lightning conductor components and how they are to be installed – prepare the component parts to be installed – measure, position, fit and secure the components to specification and requirements – visually inspect fall protection equipment – use hand tools, powered tools, test instruments and ancillary equipment – work at height. – use access equipment.
		7.4	Safely use and store materials, hand tools, powered tools and ancillary equipment.
		7.5	State the needs of other occupations and how to communicate within a team when installing lightning conductor systems.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.6	Describe how to maintain the tools and equipment used when installing lightning conductor systems.

Unit A/503/9639
Locating and Protecting Utilities Apparatus and Sub-structures in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when locating and protecting utilities apparatus and sub-structures.	1.1	Interpret and extract relevant information from drawings, risk assessments, method statements**,** specifications, schedules, survey information 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: – drawings, specifications, schedules, risk assessments, method statements, organisational and manufacturers' information and regulations governing utilities.
2	Know how to comply with relevant legislation and official guidance when locating and protecting utilities apparatus and sub-structures.	2.1	Describe their responsibilities regarding potential accidents and health hazards whilst working: – 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	Describe the types of fire extinguishers available when locating and protecting utilities apparatus and sub-structures and describe how and when they are used.
3	Maintain safe and healthy working practices	3.1	Use health and safety control equipment safely to carry out the activity in accordance with current legislation

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	when locating and protecting utilities apparatus and sub-structures.		and organisational requirements when locating and protecting utilities apparatus and sub-structures.
		3.2	Comply with information relating to specific risks to health when locating and protecting utilities apparatus and sub-structures.
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to locating and protecting utilities apparatus and sub-structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – 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 instructions.
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, damage to utilities apparatus and sub-structures and other task-related hazards.
		3.6	Demonstrate the safe use of a fire extinguisher relevant to a typical fire associated with locating and protecting utilities apparatus and sub-structures as relevant to the operations.
4	Select the required quantity and quality of resources for the methods of work to locate and protect utilities apparatus and sub-structures.	4.1	Select resources associated with own work in relation to materials and components, tools and equipment, and electronic location instruments.
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: – electronic instruments – marking and protection materials – hand and/or powered tools and equipment – ancillary equipment.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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.
5	Minimise the risk of damage to the work and surrounding area when locating and protecting utilities apparatus and sub-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 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 locating and protecting utilities apparatus and sub-structures.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 locate and protect utilities apparatus and	7.1	Demonstrate the following work skills when locating and protecting utilities apparatus and sub-structures: – measuring, locating, marking out, positioning, protecting and securing.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
sub-structures to the required specification.	7.2	Locate and protect sub-surface and/or overhead utilities apparatus to given working instructions, relating to: – gas, fuel, electric, communications, water and sewage.
	7.3	Safely use materials, hand tools, portable power tools, ancillary equipment and electronic instruments.
	7.4	Safely store the materials, tools and equipment used when locating and protecting utilities apparatus and sub-structures.
	7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: ensure electronic equipment is calibrated identify utilities apparatus and sub-structures by electronic location, trial holes and visual confirm the type of service (gas, fuel, electric, communication, water, sewage) confirm structures (foundations, manholes, inspection chambers, joint/junction boxes) confirm any natural environment (tree roots, natural watercourse) mark the location of the service apparatus and sub-structures provide for the recognition and protection of the service apparatus**,** sub-structure**,** and the natural environment during operational activities use hand tools, power tools and equipment work at height.
	7.6	Describe the needs of other occupations and how to effectively communicate within a team when locating and protecting utilities apparatus and sub-structures.
	7.7	Describe how to maintain the tools and equipment used when locating and protecting utilities apparatus and sub-structures.

Unit Y/600/8280
Installing Electrical Earthing Systems in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when installing electrical earthing systems.	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance associated with earthing installation work.
2	Know how to comply with relevant legislation and official guidance when installing electrical earthing systems.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when installing electrical earthing systems.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when installing electrical earthing systems.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to installing electrical earthing systems, and the types, purpose and limitations of each type.
		3.3	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 install electrical earthing systems.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – tapes or cables (plain, sheathed, coated, tinned) – earth bars, earth rods, earth pits – earth enhancing additives, exothermic welds, clamps, bonds, lugs, clips, screws, plugs, nuts, bolts, rivets, inhibiting paste, petrolatum based anti-corrosion tape, cable ties, cable cleats, markers, labels, cable tiles, trunking and racking – anchors and ties – hand tools, powered tools, test instruments, ancillary equipment and access equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to install electrical earthing systems.
5	Minimise the risk of damage to the work and surrounding area when installing electrical earthing systems.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6	Complete the work within the allocated time when installing electrical earthing systems.	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: – 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 install electrical earthing systems to the required specification.	7.1	Demonstrate the following work skills when installing electrical earthing systems: – cleaning, dressing, measuring, forming, levelling, cutting, drilling, driving, plugging, digging, positioning, clamping, bonding, filling, securing and testing.
		7.2	Install electrical earthing and earthing cable systems to building structures and commission and test the system to given working instructions, relating to: – earth bars – earth rods – earth pits – tapes/cables – lattice earth mats and earth plates – ground conditioning agents – exothermic welded joints.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify various types of structure, the structural fabric and the installation location – confirm the means of access to carry out the work – identify and confirm the different types of components and how they are installed – prepare component parts for installation – position, fit and secure electrical earthing and earthing cable systems to a given specification and agreed requirements – commission the system – visually inspect fall protection equipment – install and test anchors and ties – use hand tools, powered tools, test instruments and ancillary equipment – work at height – use access equipment.
	7.4	Safely use and store hand tools, test instruments, powered tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when installing electrical earthing systems to building structures.
	7.6	Describe how to maintain the tools and equipment used when installing electrical earthing systems.

Unit K/600/8283
Devising and Erecting Specialised Rigging/Scaffolding Systems in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when devising and erecting specialised rigging/ scaffolding systems.	1.1	Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information.
		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: – plans, drawings and sketches, specifications, method statements, risk assessments, schedules, manufacturers' information, standards, regulations and official guidance.
2	Know how to comply with relevant legislation and official guidance when devising and erecting specialised rigging/ scaffolding systems.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – 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	State what the accident reporting procedures are and who is responsible for making reports.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Maintain safe working practices when devising and erecting specialised rigging/scaffolding systems.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when devising and erecting specialised rigging/scaffolding systems.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to devising and erecting specialised rigging/scaffolding systems, and the types, purpose and limitations of each type.
		3.3	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 devise and erect specialised rigging/ scaffolding systems.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – tube and fitting – systems scaffold – winches – associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.) – hand tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Outline potential hazards associated with the resources and method of work.
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to devise and erect specialised rigging/scaffolding systems.
5	Minimise the risk of damage to the work and surrounding area when devising and erecting specialised rigging/scaffolding systems.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State 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 devising and erecting specialised rigging/ scaffolding systems.	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: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
7	Comply with the given contract information to devise and erect specialised rigging/scaffolding systems to the required specification.	7.1	Demonstrate the following work skills when devising and erecting specialised rigging/scaffolding systems: – measuring, setting out, assembling, devising and erecting, fixing, securing and removing.
		7.2	Devise, erect and dismantle specialised rigging/scaffolding systems to given working instructions for either rigging: structures used in entertainment or rigging: suspended access equipment, relating to one of the following situations: – mobile – flying – static – aquatic.
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm location and situation to devise and construct specialised rigging/scaffolding systems – confirm the stability of the foundation/structure on which the scaffold will be erected and secured has been considered – erect designed and un-designed scaffolds (limitations and formulas) – calculate weight distribution and load balance – devise and construct specialised rigging/scaffold systems according to size, shape, weight, means and method of fixing – test and confirm safety and security of specialised rigging/scaffold systems – dismantle and remove specialised rigging/scaffold system – visually inspect fall protection equipment – install and test ties and anchors

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– use hand tools and ancillary equipment – work at height – use access equipment.
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when devising and erecting specialised rigging/scaffolding systems.
	7.6	Describe how to maintain the tools and equipment used when devising and erecting specialised rigging/scaffolding systems.

Unit D/600/8281
Erecting and Dismantling Access/Working Platforms in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.	1.1	Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.
		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: – specifications, current legislation, method statements, risk assessments and manufacturers' information.
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling.
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3	State what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe working practices when erecting and	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	dismantling access/working platforms.		in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms.
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – ladders/crawler boards – stepladders/platform steps – trestles – proprietary staging/podiums – proprietary towers – mobile scaffold towers – protection equipment and notices – tools and ancillary equipment.
		4.2	Select resources associated with own work in relation to materials, components, tools and equipment.
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
		4.4	Outline potential hazards associated with the resources and method of work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.5	Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.	5.1	Protect the work and its surrounding area from damage.
		5.2	Minimise damage and maintain a clean work space.
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
		5.4	Dispose of waste in accordance with legislation.
		5.5	State why the disposal of waste should be carried out in relation to the work.
6	Complete the work within the allocated time when erecting and dismantling access/working platforms.	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: – organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to erect and dismantle access/ working platforms to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: – moving, positioning/erecting, securing, checking, dismantling and removing.
		7.2	Erect, dismantle and store two of the following access equipment to given access regulations: – ladders/crawler boards

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– stepladders/platform steps – proprietary towers – trestle platforms – mobile scaffold towers – proprietary staging/podiums.
	7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – provide protection to the work area – establish a base for equipment – erect proprietary access equipment to manufacturer's instructions suitable for the work – erect non-proprietary access equipment suitable for the work – place protective screens and notices – check/monitor equipment during the period of use – dismantle and store access equipment – use tools and equipment – work at height.
	7.4	Safely use and store materials, hand tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.
	7.6	Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.

Unit R/503/9923
Inspecting and Testing Lightning Protection Systems in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Interpret the given information relating to the work and resources when inspecting and testing lightning protection systems.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.4	Describe different types of information, their source and how they are interpreted in relation to: – lightning protection system layout drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, earth records, regulations and official guidance associated with lightning conductor work.
2	Know how to comply with relevant legislation and official guidance when inspecting and testing lightning protection systems.	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, in confined spaces, 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 test engineer.
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.
3	Maintain safe and healthy working practices when inspecting and testing lightning protection systems.	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when inspecting and testing lightning protection systems.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Comply with information relating to specific risks to health when inspecting and testing lightning protection systems.
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to inspecting and testing lightning protection systems, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – 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 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 hazards.
4	Select the required quantity and quality of resources for the methods of work to inspect and test lightning protection systems.	4.1	Select resources associated with own work in relation to materials, components and fixings/anchors, and tools and equipment.
		4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: – test instruments and equipment – measuring instruments and ancillary equipment – hand tools, power tools and ancillary equipment.
		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.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to inspect and test lightning protection systems.
5	Minimise the risk of damage to the work and surrounding area when inspecting and testing lightning protection systems.	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 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 inspecting and testing lightning protection systems.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – 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 inspect and test lightning protection systems to the required specification.	7.1	Demonstrate the following work skills when inspecting and testing lightning protection systems: – inspecting, testing, measuring, calibrating, calculating, recording and reporting.
		7.2	Inspect the components of lightning protection systems in the following ways to given working instructions: – visual – detailed.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.3	Safely use materials, hand tools, test equipment/instruments, powered tools and ancillary equipment.
	7.4	Safely check the hand tools, test equipment/instruments, powered tools and ancillary equipment used when inspecting and testing lightning protection systems.
	7.5	Safely store the materials, tools and equipment used when inspecting and testing lightning protection systems.
	7.6	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify the lightning protection systems (including surge/transient protection) – liaise with the person responsible for the system – confirm the means of access to carry out the work – survey and carry out visual inspection of the lightning protection system – identify the geology (nature of soil, special earthing arrangements) – identify type and position of earth electrodes – use test instruments and ancillary equipment – carry out tests for continuity, resistances, impedance – measure earth resistance using recognised test procedures.
	7.7	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – identify deterioration and damage – identify alterations, additions and repairs to the system – visually inspect fall protection equipment – ensure test instruments and measuring equipment is calibrated – use hand tools, power tools and ancillary equipment – work at height – use access equipment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		– complete and update documentation and log book including earth records and lightning protection system drawings – write reports.
	7.8	Describe the needs of other occupations and how to effectively communicate within a team when inspecting and testing lightning protection systems.
	7.9	Describe how to maintain the tools and equipment used when inspecting and testing lightning protection systems.

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