



**Level 2 NVQ Diploma in Accessing Operations
And Rigging (Construction)**

Qualification Specification

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Introduction

The Level 2 NVQ Diploma in Accessing Operations and Rigging (Construction) is designed to develop and recognise candidate skills, knowledge and competence in this specialised area within the construction industry or progress onto further learning.

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 2 NVQ Diploma in Accessing Operations and Rigging (Construction)
Ofqual qualification number	601/6504/2
Level	Level 2
Total qualification time	550-1000 hours
Guided learning hours	184-334
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 complete all of the mandatory units and the required units from one pathway. Candidates may complete any of the additional units, but they will not be counted towards the qualification.

Pathways:

- Pathway 1: Scaffolding
- Pathway 2: Steeplejacking
- Pathway 3: Lightning Protection Engineer
- Pathway 4: Rigging : Suspended Access Equipment – Temporary
- Pathway 5: Rigging : Suspended Access Equipment – Permanent
- Pathway 6: Safety Net Rigging
- Pathway 7: Fall Arrest
- Pathway 8: Offshore Scaffolding

Mandatory Units – complete all units for 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/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
J/503/1169	Conforming to productive working practices in the workplace	2	3
F/503/1171	Moving, handling and storing resources in the workplace	2	5

Pathway 1: Scaffolding

Candidates must complete all of the Mandatory units:

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/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
J/503/1169	Conforming to productive working practices in the workplace	2	3
F/503/1171	Moving, handling and storing resources in the workplace	2	5
D/600/8264	Erecting and dismantling independent and birdcage scaffolds in the workplace	2	19
T/600/8271	Erecting and dismantling mobile and static scaffold towers in the workplace	2	16
R/600/8276	Erecting and dismantling cantilever scaffolds in the workplace	2	19
M/600/8298	Erecting and dismantling pavement or roof scaffolds in the workplace	2	19
Additional Units – these will not count towards the qualification			
Unit Reference Number	Unit Title	Unit Level	Credit Value
J/600/8341	Equipping scaffolds with safeguards and environmental protection in the workplace	2	14
F/503/9920	Inspecting scaffolding/rigging systems in the workplace	3	21

Pathway 2: Steeplejacking

Candidates must complete all of the Mandatory units:

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/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
J/503/1169	Conforming to productive working practices in the workplace	2	3
F/503/1171	Moving, handling and storing resources in the workplace	2	5
Y/600/8327	Installing temporary lifting and suspension apparatus in the workplace	2	25
J/503/9921	Erecting and dismantling steeplejack scaffolds in the workplace	2	19
L/503/9922	Erecting and removing specialist access equipment in the workplace	2	2
Additional Unit – this will not count towards the qualification			
Unit Reference Number	Unit Title	Unit Level	Credit Value
D/600/8300	Securing and using rope access arrangements in the workplace	2	19

Pathway 3: Lightning Protection Engineer

Candidates must complete all of the Mandatory units:

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/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
J/503/1169	Conforming to productive working practices in the workplace	2	3
F/503/1171	Moving, handling and storing resources in the workplace	2	5
Y/600/8330	Installing Lightning Protection systems in the workplace	2	20
J/600/8338	Commissioning Lightning Protection installation systems in the workplace	2	22
L/503/9922	Erecting and removing specialist access equipment in the workplace	2	22
A/503/9639	Locating and protecting utilities apparatus and sub-structures in the workplace	2	12
Additional Units – these will not count towards the qualification			
Unit Reference Number	Unit Title	Unit Level	Credit Value
Y/600/8327	Installing temporary lifting and suspension apparatus in the workplace	2	25
D/600/8300	Securing and using rope access arrangements in the workplace	2	19

Pathway 4: Rigging : Suspended Access Equipment - Temporary

Candidates must complete all of the Mandatory units, plus one Optional unit:

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/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
J/503/1169	Conforming to productive working practices in the workplace	2	3
F/503/1171	Moving, handling and storing resources in the workplace	2	5
Y/600/8327	Installing temporary lifting and suspension apparatus in the workplace	2	25
L/503/9922	Erecting and removing specialist access equipment in the workplace	2	22
Optional Units – complete ONE unit			
Unit Reference Number	Unit Title	Unit Level	Credit Value
T/600/8271	Erecting and dismantling mobile and static scaffold towers in the workplace	2	16
J/600/7111	Carrying out checks and/or basic maintenance on plant or machinery in the workplace	2	8
T/503/9560	Establishing work area protection and safety in the workplace	2	10

Pathway 5: Rigging : Suspended Access Equipment - Permanent

Candidates must complete all of the Mandatory units, plus one Optional unit:

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/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
J/503/1169	Conforming to productive working practices in the workplace	2	3
F/503/1171	Moving, handling and storing resources in the workplace	2	5
T/600/8349	Installing permanent suspended access equipment in the workplace	2	16
M/600/8351	Using cradle access systems in the workplace	2	19
Optional Units – complete ONE unit			
Unit Reference Number	Unit Title	Unit Level	Credit Value
T/600/8271	Erecting and dismantling mobile and static scaffold towers in the workplace	2	16
J/600/7111	Carrying out checks and/or basic maintenance on plant or machinery in the workplace	2	8
T/503/9560	Establishing work area protection and safety in the workplace	2	10

Pathway 6: Safety Net Rigging

Candidates must complete all of the Mandatory units, plus one Optional unit:

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/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
J/503/1169	Conforming to productive working practices in the workplace	2	3
F/503/1171	Moving, handling and storing resources in the workplace	2	5
J/600/8291	Installing and removing safety net rigging in the workplace	2	16
Optional Units – complete ONE unit			
Unit Reference Number	Unit Title	Unit Level	Credit Value
K/506/4648	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	2	12
M/506/4649	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	2	14
H/506/4650	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	12

Pathway 7: Fall Arrest

Candidates must complete all of the Mandatory units, plus one Optional unit:

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/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
J/503/1169	Conforming to productive working practices in the workplace	2	3
F/503/1171	Moving, handling and storing resources in the workplace	2	5
Y/600/8294	Installing and setting up provision for fall protection in the workplace	2	19
Optional Units – complete ONE unit			
Unit Reference Number	Unit Title	Unit Level	Credit Value
K/506/4648	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	2	12
M/506/4649	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	2	14
H/506/4650	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	12
Additional Unit – this will not count towards the qualification			
Unit Reference Number	Unit Title	Unit Level	Credit Value
J/600/8291	Installing and removing safety net rigging in the workplace	2	16

Pathway 8: Offshore Scaffolding

Candidates must complete all of the Mandatory units, plus one Optional unit:

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/503/1170	Conforming to general health, safety and welfare in the workplace	1	2
J/503/1169	Conforming to productive working practices in the workplace	2	3
F/503/1171	Moving, handling and storing resources in the workplace	2	5
D/600/8264	Erecting and dismantling independent and birdcage scaffolds in the workplace	2	19
T/600/8271	Erecting and dismantling mobile and static scaffold towers in the workplace	2	16
R/600/8276	Erecting and dismantling cantilever scaffolds in the workplace	2	19
Optional Units – complete ONE unit			
Unit Reference Number	Unit Title	Unit Level	Credit Value
M/600/8298	Erecting and dismantling pavement or roof scaffolds in the workplace	2	19
Y/600/8327	Installing temporary lifting and suspension apparatus in the workplace	2	25
D/600/8300	Securing and using rope access arrangements in the workplace	2	19
Additional Unit – this will not count towards the qualification			
Unit Reference Number	Unit Title	Unit Level	Credit Value
J/600/8341	Equipping scaffolds with safeguards and environmental protection in the workplace	2	14

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 quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance 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

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 16.

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:
<p>1 Interpret the given information relating to the work and resources when utilising provision of fall protection systems and/or equipment.</p>	<p>1.1 Interpret and extract information from plans, drawings, specifications, method statements, risk assessments, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement.</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>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.</p>
<p>2 Know how to comply with relevant legislation and official guidance when utilising provision of fall protection systems and/or equipment.</p>	<p>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.</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| | 2.3 | State what the accident reporting procedures are and who is responsible for making reports. |
| 3 | 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 | 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. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 5 | Minimise the risk of damage to the work and surrounding area when utilising provision of fall protection systems and/or equipment. | 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 when utilising provision of fall protection systems and/or equipment. | 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 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. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 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: <ul style="list-style-type: none">– 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: <ul style="list-style-type: none">– scaffold/rigging– secured steelwork structures– wire and rope systems– permanently installed anchorage points– temporary anchorage points– track systems– proprietary systems. |
| | | 7.3 | Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none">– 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 |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Comply with all workplace health, safety and welfare legislation requirements.</p>	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.</p> <p>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:</p> <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV). <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.</p> <p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.</p> <p>1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.</p> <p>1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 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 |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- methods of receiving or sourcing information
 - reporting
 - stopping work
 - evacuation
 - fire risks and safe exit procedures
 - consultation and feedback.
 - 3.7 State the appropriate types of fire extinguishers relevant to the work.
 - 3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.
- 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 J/503/1169

Conforming to Productive Working Practices in the Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Communicate with others to establish productive work practices.	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.
		1.2	Describe the different methods of communicating with line management, colleagues and customers.
		1.3	Describe how to use different methods of communication to ensure that the work carried out is productive.
2	Follow organisational procedures to plan the sequence of work.	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work.
		2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.
		2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> – using resources for own and other’s work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions.
		2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment.
3	Maintain relevant records in accordance with the organisational procedures.	3.1	Complete relevant documentation according to the occupation as required by the organisation.
		3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> – job cards – worksheets – material/resource lists – time sheets.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 4 | Maintain good working relationships when conforming to productive working practices. | 3.3 | Explain the reasons for ensuring documentation is completed clearly and within given timescales. |
| | | 4.1 | Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships. |
| | | 4.2 | Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others. |
| | | 4.3 | Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none">– individuals– customer and operative– operative and line management– own and other occupations. |
| | | 4.4 | Describe why it is important to work effectively with line management, colleagues and customers. |
| | | 4.5 | Describe how working relationships could have an effect on productive working. |
| | | 4.6 | Describe how to apply principles of equality and diversity when communicating and working with others. |

Unit F/503/1171

Moving, Handling and Storing Resources in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Comply with given information when moving, handling and/or storing resources.	1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation. 1.2 Interpret the given information relating to the use and storage of lifting aids and equipment. 1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted. 1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented. 1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative. 2.3 Explain what the accident reporting procedures are and who is responsible for making the reports. 2.4 State the appropriate types of fire extinguishers relevant to the work. 2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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|---|--|-----|---|
| 3 | Maintain safe working practices when moving, handling and/or storing resources. | 3.1 | Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources. |
| | | 3.2 | Use lifting aids safely as appropriate to the work. |
| | | 3.3 | Protect the environment in accordance with safe working practices as appropriate to the work. |
| | | 3.4 | Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none">– collective protective measures– personal protective equipment (PPE)– respiratory protective equipment (RPE)– local exhaust ventilation (LEV). |
| | | 3.5 | Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions. |
| | | 3.6 | State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards. |
| 4 | Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources. | 4.1 | Select the relevant resources to be moved, handled and/or stored, associated with own work. |
| | | 4.2 | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none">– lifting and handling aids– container(s)– fixing, holding and securing systems. |
| | | 4.3 | Describe how the resources should be handled and how any problems associated with the resources are reported. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5	Describe any potential hazards associated with the resources and methods of work.
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2	Dispose of waste and packaging in accordance with legislation.
		5.3	Maintain a clean work space when moving, handling or storing resources.
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
		5.5	Explain why the disposal of waste should be carried 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 moving, handling and/or storing resources.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none">– progress charts, timetables and estimated times– organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given occupational resource information to move, handle and/or store	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none">– moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

resources to the required guidance.

- 7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:
- sheet material
 - loose material
 - bagged or wrapped material
 - fragile material
 - tools and equipment
 - components
 - liquids.
- 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources.
- 7.4 Describe the needs of other occupations when moving, handling and/or storing resources.

Unit D/600/8264

Erecting and Dismantling Independent and Birdcage 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 independent and birdcage scaffolds.	<p>1.1 Interpret and extract information from drawings and sketches, method statements, risk assessments, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement.</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings and sketches, method statements, risk assessments, specifications, schedules, manufacturers' information, regulations and official guidance associated with scaffolding work.</p>
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling independent and birdcage scaffolds.	<p>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.</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 3 | Maintain safe working practices when erecting and dismantling independent and birdcage scaffolds. | 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 independent and birdcage 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 independent and birdcage scaffolds. |
| 3 | Maintain safe working practices when erecting and dismantling independent and birdcage scaffolds. | 3.2 | Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling independent and birdcage scaffolds, and the types, purpose and limitations of each type. |
| 3 | Maintain safe working practices when erecting and dismantling independent and birdcage scaffolds. | 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 independent and birdcage scaffolds. | 4.1 | Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– tube and fitting– systems scaffold– associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.)– hand tools and ancillary equipment. |
| 4 | Select the required quantity and quality of resources for the methods of work to erect and dismantle independent and birdcage scaffolds. | 4.2 | Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment, and access equipment. |
| 4 | Select the required quantity and quality of resources for the methods of work to erect and dismantle independent and birdcage scaffolds. | 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:

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| | 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 independent and birdcage scaffolds. |
| 5 | | Minimise the risk of damage to the work and surrounding area when erecting and dismantling independent and birdcage 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 independent and birdcage 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. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 7 | Comply with the given contract information to erect and dismantle independent and birdcage scaffolds to the required specification. | 7.1 | Demonstrate the following work skills when erecting and dismantling independent and birdcage scaffolds: <ul style="list-style-type: none">– measuring, setting out, assembling, fixing, positioning, securing and removing. |
| | | 7.2 | Erect and dismantle independent and birdcage scaffolds to given working instructions using either of the following materials and component make-up: <ul style="list-style-type: none">– tube and fitting– systems scaffold. |
| | | 7.3 | Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none">– confirm the area to erect the independent and birdcage scaffolds– confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered– identify the technical differences between independent and birdcage scaffolds– confirm the materials and component make-up (tube and fitting, systems scaffolds)– set out and prepare for the erection of independent and birdcage scaffolds– erect and secure scaffolds for use by other occupations– erect designed and un-designed scaffolds (limitations and formula)– dismantle and remove independent and birdcage scaffolds– visually inspect fall protection equipment– install and test anchors and ties– use hand tools and ancillary equipment– work at ... |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 7.4 ... 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 independent and birdcage scaffolds.
- 7.7 Describe how to maintain the tools and equipment used when erecting and dismantling independent and birdcage scaffolds.

Unit T/600/8271

Erecting and Dismantling Mobile and Static Scaffold Towers 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 mobile and static scaffold towers.	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, method statements, risk assessments, specifications, 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 mobile and static scaffold towers.	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 mobile and static scaffold towers.	in accordance with legislation and organisational requirements when erecting and dismantling mobile and static scaffold towers.
	3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling mobile and static scaffold towers, 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 mobile and static scaffold towers.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– 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 mobile and static scaffold towers.
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 mobile and static scaffold towers.	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 mobile and static scaffold towers.	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 mobile and static scaffold towers to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling mobile and static scaffold towers: – measuring, setting out, assembling, fixing, positioning, securing and removing.
	7.2	Erect and dismantle mobile and static scaffold towers to given working instructions using either of the following materials and component make-up: – tube and fitting – systems scaffold.
	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:

- confirm the area to erect the scaffold tower
- confirm that the stability of the foundation/structure on which the scaffold tower (mobile and static) will be erected and secured has been considered
- confirm the materials and component make-up (tube and fitting, systems scaffold)
- set out and prepare for the scaffold structure
- identify base and height ratio's
- employ outriggers
- install and test anchors and ties
- erect scaffold towers for support and access
- erect and secure the scaffold for the use of other occupations
- move mobile scaffold towers
- erect designed and un-designed scaffold towers (limitations and formula)
- dismantle and remove scaffold tower
- visually inspect fall protection equipment
- use ...

7.4 ... hand tools and ancillary equipment

- work at height
- use access equipment (mobile and static).

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 mobile and static scaffold towers.

7.7 Describe how to maintain the tools and equipment used when erecting and dismantling mobile and static scaffold towers.

Unit R/600/8276

Erecting and Dismantling Cantilever Scaffolds in the Workplace

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| <p>1 Interpret the given information relating to the work and resources when erecting and dismantling cantilever scaffolds.</p> | <p>1.1 Interpret and extract information from plans, drawings and sketches, specifications, method statements, risk assessments, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement.</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:
– plans, drawings and sketches, method statements, risk assessments, specifications, schedules, manufacturers' information, standards, regulations and official guidance associated with scaffolding work.</p> |
| <p>2 Know how to comply with relevant legislation and official guidance when erecting and dismantling cantilever scaffolds.</p> | <p>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.</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports.</p> |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 3 | Maintain safe working practices when erecting and dismantling cantilever 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 cantilever scaffolds. |
| | | 3.2 | Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling cantilever 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 cantilever scaffolds. | 4.1 | Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– 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. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

	4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle cantilever scaffolds.	
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling cantilever 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 cantilever 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 cantilever	7.1	Demonstrate the following work skills when erecting and dismantling cantilever scaffolds: – measuring, setting out, assembling, fixing, positioning, securing and removing.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

scaffolds to the required specification.

- 7.2 Erect and dismantle one of the following cantilever scaffolds, to given working instructions, using either tube and fitting or systems scaffold:
- cantilever truss out
 - cantilever drop
 - cantilever fan.
- 7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- confirm the area to erect the cantilever scaffold
 - confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered
 - confirm the materials and component make-up (tube and fitting, systems scaffold)
 - identify the differences between cantilever truss, cantilever drop and cantilever fan
 - set out and prepare for the scaffold structure
 - erect and secure the scaffold (needles, spurs and check fittings) for the use of other occupations
 - dismantle and remove cantilever scaffold structures
 - erect designed and un-designed scaffolds (limitations and formula)
 - visually inspect fall protection equipment
 - install and test anchors and ties
 - use hand tools and ancillary equipment
 - work at ...
- 7.4 ... height
- use access equipment.
- 7.5 Safely use and store materials, hand tools and ancillary equipment.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 7.6 State the needs of other occupations and how to communicate within a team when erecting and dismantling cantilever scaffolds.
- 7.7 Describe how to maintain the tools and equipment used when erecting and dismantling cantilever scaffolds.

Unit M/600/8298

Erecting and Dismantling Pavement or Roof Scaffolds in the Workplace

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 1 | Interpret the given information relating to the work and resources when erecting and dismantling pavement or roof scaffolds. | 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, schedules, method statements, risk assessments, 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 pavement or 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 their responsibilities under current legislation and official guidance when dealing with the public. |
| | | 2.3 | 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:

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| 3 | Maintain safe working practices when erecting and dismantling pavement or roof scaffolds. | 2.4 | State what the accident reporting procedures are and who is responsible for making reports. |
| 3 | Maintain safe working practices when erecting and dismantling pavement or roof 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 pavement or roof scaffolds. |
| | | 3.2 | Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling pavement or 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 pavement or roof scaffolds. | 4.1 | Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– 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. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

	4.5	Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle pavement or roof scaffolds.	
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling pavement or 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 pavement or 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 pavement or roof scaffolds to the required specification.	7.1	Demonstrate the following work skills when erecting and dismantling pavement or roof scaffolds: – measuring, setting out, assembling, fixing, positioning, securing and removing.
		7.2	Erect and dismantle pavement or roof scaffolds to given working instructions using either of the following materials and component make-up:

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- tube and fitting
 - systems scaffold.
- 7.3 Erect and dismantle gantries or saddles.
- 7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- confirm the area to erect the pavement or roof scaffold.
 - confirm that the stability of the foundation/structure on which the scaffold will be erected and secured has been considered
 - 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 scaffold structure
 - erect, secure, dismantle and remove gantries and saddles for pavement and roof scaffolds
 - erect and secure the scaffold for the use of other occupations
 - erect designed and un-designed scaffolds (limitations and formula)
 - deal with the public
 - visually inspect fall protection equipment
 - install and test anchors and ties
 - use hand tools and ancillary ...
- 7.5 ... equipment
- work at height
 - use access equipment.
- 7.6 Safely use and store, materials, hand tools and ancillary equipment.
- 7.7 State the needs of other occupations and how to communicate within a team when erecting and dismantling pavement or roof scaffolds.
- 7.8 Describe how to maintain the tools and equipment used when erecting and dismantling pavement or roof scaffolds.

Unit J/600/8341

Equipping Scaffolds with Safeguards and Environmental Protection 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 equipping scaffolds with safeguards and environmental protection.	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 the provision of safeguards and protection.
2 Know how to comply with relevant legislation and official guidance when equipping scaffolds with safeguards and environmental protection.	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:

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| 3 | Maintain safe working practices when equipping scaffolds with safeguards and environmental protection. | 3.1 | Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when equipping scaffolds with safeguards and environmental protection. |
| | | 3.2 | Explain why, when and how personal protective equipment (PPE) should be used, relating to equipping scaffolds with safeguards and environmental protection, 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 equip scaffolds with safeguards and environmental protection. | 4.1 | Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– plastic canvas, sheeting and netting– boards and timber-based sheets– tubes, fittings, clamps, couplers, anchors and ties– rope, cord and tape– protection equipment– 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. |
| | | 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 equip scaffolding with operational safeguards and environmental protection. |

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>5 Minimise the risk of damage to the work and surrounding area when equipping scaffolds with safeguards and environmental protection.</p>	<p>5.1 Protect the work and its surrounding area from damage.</p> <p>5.2 Minimise damage and maintain a clean work space.</p> <p>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.</p> <p>5.4 Dispose of waste in accordance with legislation.</p> <p>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.</p>
<p>6 Complete the work within the allocated time when equipping scaffolds with safeguards and environmental protection.</p>	<p>6.1 Demonstrate completion of the work within the allocated time.</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
<p>7 Comply with the given contract information to equip scaffolds with safeguards and environmental protection to the required specification.</p>	<p>7.1 Demonstrate the following work skills when equipping scaffolds with safeguards and environmental protection:</p> <ul style="list-style-type: none"> – measuring, positioning, fitting, securing, dismantling and removing. <p>7.2 Install and remove scaffolding guards, barriers and screens to given working instructions relating to:</p> <ul style="list-style-type: none"> – public protection – worker protection – environmental protection.

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 the requirements and confirm materials and method for fitting guards and barriers for the protection of the public, workers and environment
 - measure and prepare for fitting guards, barriers and screens
 - position, fit and secure guards, barriers and screens
 - dismantle and remove guards, barriers and screens
 - erect designed and un-designed scaffolds (limitations and formula)
 - install and test anchors and ties
 - 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 protection equipment.
- 7.5 State the needs of other occupations and how to communicate within a team when equipping scaffolds with safeguards and environmental protection.
- 7.6 Describe how to maintain the tools and equipment used when equipping scaffolds with safeguards and environmental protection.

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 installing temporary lifting and suspension apparatus.	<p>1.1 Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement.</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>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.</p>
2 Know how to comply with relevant legislation and official guidance when installing temporary lifting and suspension apparatus.	<p>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.</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 3 | Maintain safe working practices when installing temporary lifting and suspension apparatus. | 2.3 | State what the accident reporting procedures are and who is responsible for making reports. |
| 3 | Maintain safe working practices when installing temporary lifting and suspension apparatus. | 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 temporary lifting and suspension apparatus. |
| 3 | Maintain safe working practices 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 | Maintain safe working practices when installing temporary lifting and suspension apparatus. | 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: <ul style="list-style-type: none">– 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 | Select the required quantity and quality of resources for the methods of work to install temporary lifting and suspension apparatus. | 4.2 | Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment. |
| 4 | Select the required quantity and quality of resources for the methods of work to install temporary lifting and suspension apparatus. | 4.3 | State how the resources should be used correctly, how problems associated with the resources are |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

		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 when installing temporary lifting and suspension apparatus.	
	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 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.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 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: <ul style="list-style-type: none">– 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: <ul style="list-style-type: none">– block and tackle material lifting gear (manual and mechanical)– cradle suspensions– rope access equipment– bosun’s seats– winches– counterbalance lifting systems– suspended platforms. |
| | | 7.3 | Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none">– 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 |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 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 J/503/9921

Erecting and Dismantling Steeplejack 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 steeplejack scaffolds.	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: <ul style="list-style-type: none">– drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, regulations and official guidance associated with steeplejack scaffold work.
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling steeplejack scaffolds.	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none">– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when erecting and dismantling steeplejack scaffolds.	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 erecting and dismantling steeplejack scaffolds.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| | 3.2 | Explain why and when personal protective equipment (PPE) should be used, relating to erecting and dismantling steeplejack scaffolds, 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 dismantle steeplejack scaffolds. |
| | 4.1 | Select resources associated with own work in relation to materials, components, fixings/anchors and ties, tools and equipment and access equipment. |
| | 4.2 | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– tube and fitting– systems scaffold– associated materials (props, ropes, anchors, ties, boards, plates, beams, ladders, proprietary components etc.)– 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. |
| | 4.5 | Describe any potential hazards associated with the resources and methods of work. |
| | 4.6 | Describe how to calculate quantity, length and area associated with the method/procedure to erect and dismantle steeplejack scaffolds. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 5 | Minimise the risk of damage to the work and surrounding area when erecting and dismantling steeplejack scaffolds. | 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 dismantling steeplejack scaffolds. | 6.1 | Demonstrate completion of the work within the allocated time. |
| | | 6.2 | Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none">– 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 to the required specification. | 7.1 | Demonstrate the following work skills when erecting and dismantling steeplejack scaffolds: <ul style="list-style-type: none">– measuring, setting out, assembling, fixing, positioning, securing and removing. |
| | | 7.2 | Erect and dismantle steeplejack scaffolds to given working instructions using either of the following materials and component make-up: <ul style="list-style-type: none">– tube and fitting– systems scaffold. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 7.3 Safely use materials, hand tools, ancillary equipment and access equipment.
- 7.4 Safely store the materials, tools and equipment used when erecting and dismantling steeplejack scaffolds.
- 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 and confirm the area to erect the steeplejack scaffold
 - confirm that stability of the foundation/structure on which the scaffold will be erected and secured has been considered
 - confirm materials and component make-up (tube and fitting, systems scaffold)
 - set out and prepare for scaffold structures
 - dismantle and remove steeplejack scaffold structures
 - visually check fall protection equipment
 - install and test anchors and ties
 - use hand tools and ancillary equipment
 - work at height
 - use access equipment.
- 7.6 Describe the needs of other occupations and how to effectively communicate within a team when erecting and dismantling steeplejack scaffolds.
- 7.7 Describe how to maintain the tools and equipment used when erecting and dismantling steeplejack scaffolds.

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.	<p>1.1 Interpret and extract information from drawings, method statements, risk assessments, specifications, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none">– 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.	<p>2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none">– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 3 | Maintain safe and healthy working practices when erecting and removing specialist access equipment. | 2.3 Explain what the accident reporting procedures are and who is responsible for making reports. |
| | | 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 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: <ul style="list-style-type: none">– vertical ladders– roof ladders– crawler boards– rope ladders– cradles– bosun’s seats– decking frames |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 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.
 - 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.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 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: <ul style="list-style-type: none">– types of progress charts, timetables and estimated times– organisational procedures for reporting circumstances which will affect the work programme. |
| 7 | Comply with the given contract information to erect and remove specialist access equipment to the required specification. | 7.1 | Demonstrate the following work skills when erecting and removing specialist access equipment: <ul style="list-style-type: none">– 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: <ul style="list-style-type: none">– 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. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 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.
- 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 D/600/8300

Securing and Using Rope Access Arrangements in the Workplace

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 1 | Interpret the given information relating to the work and resources when securing and using rope access arrangements. | 1.1 | Interpret and extract information from 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:

– specifications, method statements, risk assessments, schedules, manufacturers' information and regulations for working at height. |
| 2 | Know how to comply with relevant legislation and official guidance when securing and using rope access arrangements. | 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:

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| 3 | Maintain safe working practices when securing and using rope access arrangements. | 3.1 | Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when securing and using rope access arrangements. |
| | | 3.2 | Explain why, when and how personal protective equipment (PPE) should be used, relating to securing and using rope access arrangements, 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 secure and use rope access arrangements. | 4.1 | Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– ropes– fixing and securing components– anchors and ties– hand tools– ancillary 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. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

		4.5	Describe how to calculate quantity, length, weight and wastage associated with the method/procedure to secure and use rope access arrangements.
5	Minimise the risk of damage to the work and surrounding area when securing and using rope access arrangements	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 securing and using rope access arrangements.	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 secure and use rope access arrangements to the required specification.	7.1	Demonstrate the following work skills when securing and using rope access arrangements: – measuring, setting out, positioning, fixing, securing, testing and removing

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- manoeuvring by descent/ascent, changing-over, rope to rope, transferring and passing the knot, re-belaying, deviating and aid climbing.

7.2 Secure and use rope access arrangements to carry out manoeuvres to given working instructions.

7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:

- confirm the method of rope accessing to be arranged and used
- position and set out
- fit, fix and secure
- test and use
- ascend and descend safely and securely using approved techniques and following recognised codes of practice
- take down and remove rope access arrangement
- visually inspect fall protection equipment
- install and test ties and anchors
- identify the test and use criteria for rope access equipment
- apply the hierarchy of control measures for working at height
- apply rescue plans relating to methods of access
- use hand tools, ropes and ancillary equipment
- work at height
- use access equipment.

7.4 Safely use and store materials, ropes and ancillary equipment.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 7.5 State the needs of other occupations and how to communicate within a team when securing and using rope access arrangements.
- 7.6 Describe how to maintain the tools and equipment used when securing and using rope access arrangements.

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Interpret the given information relating to the work and resources when installing lightning conductor systems.</p>	<p>1.1 Interpret and extract information from drawings, specifications, method statements, risk assessments, schedules and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statement.</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>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.</p>
<p>2 Know how to comply with relevant legislation and official guidance when installing lightning conductor systems.</p>	<p>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.</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports.</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 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: <ul style="list-style-type: none">– air terminations:– stainless metals (plain, sheathed, coated)– rods, tapes, cables, clamps, bonds, fixings– earth terminations:<ul style="list-style-type: none">– 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:

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| | 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:

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| 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: <ul style="list-style-type: none">– 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: <ul style="list-style-type: none">– 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: <ul style="list-style-type: none">– 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 J/600/8338

Commissioning Lightning Conductor Installation 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 commissioning lightning conductor installation 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 commissioning lightning conductor installation 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	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:

Maintain safe working practices when commissioning lightning conductor installation systems.	in accordance with legislation and organisational requirements when commissioning lightning conductor installation systems.
	3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to commissioning lightning conductor installation 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 commission lightning conductor installation systems.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – test instruments and equipment – hand tools, power 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.
	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 commission lightning conductor installation 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 commissioning lightning conductor installation systems.	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 commissioning lightning conductor installation systems.	6.1
		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 commission lightning conductor installation systems to the required specification.	7.1	Demonstrate the following work skills when commissioning lightning conductor installation systems: – inspecting, testing, measuring and recording.
		7.2	Commission lightning conductor installations to given working instructions for the following: – 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:

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- identify the lightning conductor installation system (including surge/transient protection)
- confirm the means of access to carry out the work
- survey and carry out visual inspection of the lightning conductor system
- use test instruments and ancillary equipment
- carry out tests for continuity, resistances, impedance
- visually inspect fall protection equipment
- use hand tools, powered tools and ancillary equipment
- use test instruments
- work at height
- use access equipment.

7.4 Safely use and store materials, 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 commissioning lightning conductor installation systems.

7.6 Describe how to maintain the tools and equipment used when commissioning lightning conductor installation 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.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 3 | Maintain safe and healthy working practices when locating and protecting utilities apparatus and sub-structures. | 3.1 | Use health and safety control equipment safely to carry out the activity in accordance with current legislation 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: <ul style="list-style-type: none">– collective protective measures– personal protective equipment (PPE)– respiratory protective equipment (RPE)– local exhaust ventilation (LEV). |
| | | 3.4 | Describe how the relevant health and safety control equipment should be used in accordance with the given 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 | 4.1 | Select resources associated with own work in relation to materials and components, tools and equipment, and electronic location instruments. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

methods of work to locate and protect utilities apparatus and sub-structures.

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.

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.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 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: <ul style="list-style-type: none">– types of progress charts, timetables and estimated times– organisational procedures for reporting circumstances which will affect the work programme. |
| 7 | Comply with the given contract information to locate and protect utilities apparatus and sub-structures to the required specification. | 7.1 | Demonstrate the following work skills when locating and protecting utilities apparatus and sub-structures: <ul style="list-style-type: none">– measuring, locating, marking out, positioning, protecting and securing. |
| | | 7.2 | Locate and protect sub-surface and/or overhead utilities apparatus to given working instructions, relating to: <ul style="list-style-type: none">– 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: <ul style="list-style-type: none">ensure electronic equipment is calibratedidentify utilities apparatus and sub-structures by electronic location, trial holes and visualconfirm the type of service (gas, fuel, electric, communication, water, sewage)confirm structures (foundations, manholes, inspection chambers, joint/junction boxes) |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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 J/600/7111

Carrying Out Checks and/or Basic Maintenance on Plant or Machinery in the Workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Work safely at all times when carrying out checks and/or basic maintenance on plant or machinery.	1.1 Comply with current legislation, Approved Codes of Practice and organisational procedures. 1.2 Use personal protective equipment (PPE) safely to carry out the activity in accordance with legislation and organisational requirements when carrying out checks and/or basic maintenance on plant or machinery. 1.3 Explain why and when personal protective equipment (PPE) should be used, relating to the carrying out of checks and/or basic maintenance on plant or machinery, and the types, purpose and limitations of each type. 1.4 Safely use, store and secure hand tools and ancillary equipment.
2 Know how to comply with relevant health and safety legislation and official guidance when carrying out checks and/or basic maintenance on plant or machinery.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, below ground level, at height, with tools, plant or machinery and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 2.2 Describe the reasons for devising and complying with risk and COSHH assessments and how this can encourage safe working practices. 2.3 Describe the organisational security procedures for tools, equipment and personal belongings. 2.4 State what the accident reporting procedures are and who is responsible for making reports.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	2.5 State how hazards and emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
3 Follow the relevant maintenance schedules for the required work when carrying out checks and/or basic maintenance on plant or machinery.	<p>3.1 Interpret and extract information from specifications, schedules, organisational procedures and manufacturers' information relating to the work being carried out.</p> <p>3.2 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>3.3 Describe different types of checks and maintenance information, their source and how they are interpreted in relation to: – specifications, schedules, manufacturers' information and organisational procedures.</p> <p>3.4 Describe the organisational procedures to solve problems with the information and why it is important they are followed.</p>
4 Carry out checks and/or basic maintenance activities within the limits of their personal authority in the specified sequence and agreed time scale.	<p>4.1 Demonstrate the following work skills when carrying out checks and/or basic maintenance on plant or machinery: – replenishing, replacing, applying, lubricating, cleaning and securing.</p> <p>4.2 Carry out operator checks and/or basic maintenance tasks on standard or specialised plant or machinery to given working instructions as directed by the employer/ supervisor or authorised person.</p> <p>4.3 Describe how to follow maintenance authorisation, apply safe work practices, follow procedures, report problems and establish the authority and responsibility needed to:</p>

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

		<ul style="list-style-type: none">– clean and prepare areas and components for maintenance– replenish fuels, lubricants, fluids and coolants– replace parts– recycle components– fit fastening systems, pins, bolts, nuts, washers and consumable items– complete functional checks in accordance with equipment operating and care and control procedures– complete reports and records– use hand tools and ancillary equipment.
	4.4	Complete the checks and/or basic maintenance activities within the estimated allocated time and to the required standards and accuracy.
	4.5	State the needs of other occupations and how to communicate within a team when carrying out checks and/or basic maintenance on plant or machinery.
	4.6	Describe how maintain the tools and equipment used when carrying out checks and/or basic maintenance on plant or machinery.
5	Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule when carrying out checks and/or basic maintenance on plant or machinery.	5.1 Report problems and defects beyond their area of responsibility.
		5.2 Describe the different ways that problems with maintenance procedures and problems associated with resources can be reported.
6	Complete relevant maintenance records accurately and pass them on to the appropriate person when carrying out checks and/or basic maintenance on plant or machinery.	6.1 Record and report maintenance tasks in accordance with organisational procedures and manufacturer's requirements.
		6.2 State the procedure to complete checks and maintenance records and what the reporting lines and procedures are within the organisation.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>7 Dispose of waste materials in accordance with safe working practices and approved procedures when carrying out checks and/or basic maintenance on plant or machinery.</p>	<p>7.1 Protect the work and its surrounding area from damage.</p> <p>7.2 Minimise damage and maintain a clean work space.</p> <p>7.3 Dispose of waste in accordance with legislation.</p> <p>7.4 Describe what the waste disposal procedures are, and how and why the disposal of waste should be carried out safely and how it is achieved.</p>

Unit T/503/9560

Establishing Work Area Protection and Safety 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 establishing work area protection and safety.	<p>1.1 Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules, site inspections and manufacturers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none">– drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, regulations and official guidance associated with protecting work areas.
2 Know how to comply with relevant legislation and official guidance when establishing work area protection and safety.	<p>2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working:</p> <ul style="list-style-type: none">– in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making reports.</p>
3 Maintain safe and healthy working practices when establishing work area protection and safety.	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 establishing work area protection and safety.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| | 3.2 | Comply with information relating to specific risks to health when establishing work area protection and safety. | |
| | 3.3 | Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to establishing work area protection and safety, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none">– collective protective measures– personal protective equipment (PPE)– respiratory protective equipment (RPE)– local exhaust ventilation (LEV). | |
| | 3.4 | Describe how the relevant health and safety control equipment should be used in accordance with the given 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 establish work area protection and safety. | 4.1 | Select resources associated with own work in relation to materials, components and fixings, and tools and equipment. |
| | | 4.2 | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– safety and security barriers– protection and safety notices– temporary structures– signs and lighting– hand and/or powered tools and equipment. |
| | | 4.3 | Describe how the resources should be used correctly and how problems associated with the resources are reported. |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

		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 and area associated with the method/procedure to establish work area protection and safety.
5	Minimise the risk of damage to the work and surrounding area when establishing work area protection and safety.	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 establishing work area protection and safety.	6.1	Demonstrate completion of the work within the allocated time.
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none">– 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	7.1	Demonstrate the following work skills when establishing work area protection and safety:

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

establish work area protection and safety to the required specification.

- measuring, setting out, positioning, assembling, constructing, securing and dismantling.
- 7.2 Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to barriers/temporary structures and one of the following:
 - protection and safety notices
 - safety lighting.
- 7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.
- 7.4 Safely store the materials, tools and equipment used when establishing work area protection and safety.
- 7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
 - plan for the protection and the safety of the work and surrounding environment
 - install, check and maintain the protection and safety equipment
 - dismantle and remove protection and safety equipment
 - install safety notices
 - install lighting systems
 - use hand tools, power tools and equipment
 - work at height
 - use access equipment.
- 7.6 Describe the needs of other occupations and how to effectively communicate within a team when establishing work area protection and safety.
- 7.7 Describe how to maintain the tools and equipment used when establishing work area protection and safety.

Unit T/600/8349

Installing Permanent Suspended 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 installing permanent suspended access equipment.	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 the installation of suspended access equipment.
2 Know how to comply with relevant legislation and official guidance when installing permanent suspended access 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.
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:

permanent suspended access equipment.	in accordance with legislation and organisational requirements when installing permanent suspended access equipment.
	3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to installing permanent suspended access 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 install permanent suspended access equipment.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– prefabricated structures– self assembled components– associated materials for installation– anchors and ties– access equipment– hand 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.
	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 install permanent suspended access equipment.
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 permanent suspended access equipment.	<p>5.2 Minimise damage and maintain a clean work space.</p> <p>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.</p> <p>5.4 Dispose of waste in accordance with legislation.</p> <p>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.</p>
6 Complete the work within the allocated time when installing permanent suspended access equipment.	<p>6.1 Demonstrate completion of the work within the allocated time.</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme. </p>
7 Comply with the given contract information to install permanent suspended access equipment to the required specification.	<p>7.1 Demonstrate the following work skills when installing permanent suspended access equipment: <ul style="list-style-type: none"> – measuring, setting out, erecting, assembling, fixing, securing, testing and commissioning. </p> <p>7.2 Install permanent, suspended access equipment to given working instructions for one of the following: <ul style="list-style-type: none"> – gantries – ladders – cradles – davits – building maintenance units (BMUs). </p>

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:
- plan and set out the permanent, suspended access equipment for installation (gantries, ladders, cradles, davits and building maintenance units [BMUs])
 - arrange and make provision for services and power for the installation
 - assemble and install the suspended access equipment
 - test and commission equipment for hand over
 - visually inspect fall protection equipment
 - install and test anchors and ties
 - 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 installing permanent suspended access equipment.
- 7.6 Describe how to maintain the tools and equipment used when installing permanent suspended access equipment.

Unit M/600/8351 Using Cradle Access 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 using cradle access 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, risk assessments, method statements, schedules, manufacturers' information, standards, regulations and official guidance.
2 Know how to comply with relevant legislation, special legal status documents, official guidance and organisational procedures when using cradle access 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 using cradle access systems	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and

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

		organisational requirements when using cradle access systems.
	3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to using cradle access 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		Minimise the risk of damage to the work and surrounding area when using cradle access systems.
	4.1	Protect the work and its surrounding area from damage.
	4.2	Describe how to protect work from damage and the purpose of protection in relation to general workplace manoeuvring activities.
5		Carry out pre-use preparation inspections on equipment in accordance with given procedures when using cradle access systems.
	5.1	Demonstrate the following work skills when carrying out pre-use preparation inspections on cradle access systems: – inspecting, checking and recording.
	5.2	Prepare suspended access systems for use to given operating instructions, relating to one of the following: – cradle access systems – travelling gantries – jib and rail systems – building maintenance units (BMUs).
	5.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – confirm position and operations (cradle access systems, travelling gantries, jib and rail systems and building maintenance units [BMUs]) – inspect and check operational performance and security

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

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| | | <ul style="list-style-type: none">– visually inspect fall protection equipment. |
| 6 | Know how to select the required quantity and quality of resources for the methods of work when using cradle access systems. | <p>6.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none">– cradle access systems– travelling gantries– jib and rail systems– building maintenance units (BMUs)– hand tools and ancillary equipment. <p>6.2 State how the resources should be used correctly, how problems associated with the resources and information are reported and how the organisational procedures are used.</p> |
| 7 | Operate equipment in accordance with safe working practices to achieve the work using cradle access systems. | <p>7.1 Demonstrate the following work skills when using cradle access systems:</p> <ul style="list-style-type: none">– manoeuvring, positioning and shutting down. <p>7.2 Operate suspended access systems to carry out the occupational area of work to given operating instructions for one of the following:</p> <ul style="list-style-type: none">– cradle access systems– travelling gantries– jib and rail systems– building maintenance units (BMUs). <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none">– operate and utilise the system– shut down and secure the system– use hand tools and ancillary equipment– work at height– use access equipment. <p>7.4 State the needs of other occupations and how to communicate within a team when using cradle access systems.</p> |

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

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| 8 | Complete the work within the work within the allocated time when using cradle access systems. | 8.1 | Demonstrate completion of the work within the allocated time. |
| | | 8.2 | State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none">– types of progress charts, timetables and estimated times– organisational procedures for reporting circumstances which will affect the work programme. |

Unit J/600/8291

Installing and Removing Safety Net 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 installing and removing safety net rigging.	1.1 Interpret and extract information from plans, 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: – 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 installing and removing safety net 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. 2.3 State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when installing and removing safety net 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 installing and removing safety net rigging.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| | 3.2 | Explain why, when and how personal protective equipment (PPE) should be used, relating to installing and removing safety net 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 install and remove safety net rigging. |
| | 4.1 | Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– knotted and knotless netting– fixings and associated materials for supporting and securing the safety netting– associated materials (ropes, anchors, ties, 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. |
| | 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 install and remove safety net rigging. |
| 5 | | Minimise the risk of damage to the work and surrounding area when installing and removing safety net 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 |

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 installing and removing safety net 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: <ul style="list-style-type: none">– types of progress charts, timetables and estimated times– organisational procedures for reporting circumstances which will affect the work programme.
7	Comply with the given contract information to install and remove safety net rigging to the required specification.	7.1 Demonstrate the following work skills when installing and removing safety net rigging: <ul style="list-style-type: none">– measuring, setting out, positioning, assembling, fixing, checking, securing, dismantling and removing.
		7.2 Set up and remove knotted and/or knotless safety netting, Construction class S, T, U or V, to given working instructions.
		7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none">– confirm type and scope of safety net rigging– confirm that the stability of the foundation/structure on which the safety net rigging will be erected and secured has been considered– fit, fix and secure the safety net rigging covering area, span, angle, drop distance– check the safety net for security– dismantle and remove safety net rigging

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- identify the test criteria for safety net rigging, including anchors and ties
- tie different types of securing knots
- visually inspect fall protection system
- install and test anchors and ties
- apply rescue plans relating to methods of access
- 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 installing and removing safety net rigging.

7.6 Describe how to maintain the tools and equipment used when installing and removing safety net rigging.

Unit K/506/4648

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.
2 Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- of materials and by manual handling and mechanical lifting.
- 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
- 3.3 Explain what the accident reporting procedures are and who is responsible for making reports.
- 4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.
- 4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
- 4.2 Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using scissor-type MEWPs in relation to two or more of the following:
- safe use and storage of plant or machinery
 - safe use and storage of tools and equipment
 - specific risks to health.
- 4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, 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).
- 4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
- 4.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 5 | Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs. | 5.1 | Request and select resources associated with scissor-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories. |
| | | 5.2 | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none">– consumables, lubricants and fuels– attachments and accessing aids– hand tools, ancillary equipment and accessories. |
| | | 5.3 | Describe how the resources should be used correctly, how problems associated with the resources are reported. |
| | | 5.4 | Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | | 5.5 | Describe any potential hazards associated with the resources and methods of work. |
| | | 5.6 | Describe how to identify weight, quantity, length and area associated with the method/procedures to operate scissor-type mobile elevating work platforms used for accessing operations. |
| 6 | Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas. | 6.1 | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | | 6.2 | Prevent damage and maintain a clean work space. |
| | | 6.3 | Dispose of waste in accordance with current legislation. |
| | | 6.4 | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | | 6.5 | Explain why the disposal of waste should be carried out safely in accordance with environmental |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
7 Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs.	<p>7.1 Demonstrate completion of the work within the allocated time.</p> <p>7.2 Describe the purpose of the work programme and describe why deadlines should be kept in relation to:</p> <ul style="list-style-type: none">– types of progress charts, timetables and estimated times– organisational procedures for reporting circumstances which will affect the work programme.
8 Comply with the given contract information to access areas to carry out work using scissor-type MEWPs to the required specification.	<p>8.1 Demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs:</p> <ul style="list-style-type: none">– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down. <p>8.2 Use and maintain hand tools, ancillary equipment and/or accessories.</p> <p>8.3 Prepare for, position, set up and operate scissor-type MEWPs to access working areas, at various locations, to given working instructions.</p> <p>8.4 Shut down and secure scissor-type MEWPs.</p> <p>8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:</p> <ul style="list-style-type: none">– identify the characteristics of the scissor-type MEWP used for accessing work– identify valid certification for maintenance, inspection and thorough examination– carry out function checks for accessing operation– prepare, set up and adjust for operational requirements

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area
- identify and remain aware of the area of operation to include potential entrapment situations
- use fall prevention equipment
- check to avoid damage to structures and utilities service apparatus

- 8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- position and secure MEWP for accessing operations
 - recognise and determine when specific skills and knowledge are required and report accordingly
 - operate, manoeuvre, position, set down and secure
 - operate and travel on the public highway
 - shut down and secure the MEWP
 - use hand tools, ancillary equipment and accessories.
- 8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
- 8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.

Unit M/506/4649

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the preparation and using boom-type MEWPs to access areas to carry out the work.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.
2 Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using boom-type MEWPs.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- of materials and by manual handling and mechanical lifting.
- 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
- 3.3 Explain what the accident reporting procedures are and who is responsible for making reports.
- 4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using boom-type MEWPs.
- 4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
- 4.2 Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using boom-type MEWPs in relation to two or more of the following:
- safe use and storage of plant or machinery
 - safe use and storage of tools and equipment
 - specific risks to health.
- 4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, 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).
- 4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
- 4.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 5 | Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using boom-type MEWPs. | 5.1 | Request and select resources associated with boom-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories. |
| | | 5.2 | Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to: <ul style="list-style-type: none">– consumables, lubricants and fuels– attachments and accessing aids– hand tools, ancillary equipment and accessories. |
| | | 5.3 | Describe how the resources should be used correctly, how problems associated with the resources are reported. |
| | | 5.4 | Explain why the organisational procedures have been developed and how they are used for the selection of required resources. |
| | | 5.5 | Describe any potential hazards associated with the resources and methods of work. |
| | | 5.6 | Describe how to identify weight, quantity, length and area associated with the method/procedures to operate boom-type mobile elevating work platforms used for accessing operations. |
| 6 | Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas. | 6.1 | Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. |
| | | 6.2 | Prevent damage and maintain a clean work space. |
| | | 6.3 | Dispose of waste in accordance with current legislation. |
| | | 6.4 | Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions. |
| | | 6.5 | Explain why the disposal of waste should be carried out safely in accordance with environmental |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
- 7 Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs.
- 7.1 Demonstrate completion of the work within the allocated time.
- 7.2 Describe the purpose of the work programme and describe why deadlines should be kept in relation to:
- types of progress charts, timetables and estimated times
 - organisational procedures for reporting circumstances which will affect the work programme.
- 8 Comply with the given contract information to access areas to carry out work using boom-type MEWPs to the required specification.
- 8.1 Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs:
- checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.
- 8.2 Use and maintain hand tools, ancillary equipment and/or accessories.
- 8.3 Prepare for, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions.
- 8.4 Shut down and secure boom-type MEWPs.
- 8.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- identify the characteristics of the boom-type MEWP used for accessing work
 - identify valid certification for maintenance, inspection and thorough examination
 - carry out function checks for accessing operation
 - prepare, set up and adjust for operational requirements

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area
 - identify and remain aware of the area of operation to include potential entrapment situations
 - use fall prevention equipment
- 8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- check to avoid damage to structures and utilities service apparatus
 - position and secure MEWP for accessing operations
 - recognise and determine when specific skills and knowledge are required and report accordingly
 - operate, manoeuvre, position, set down and secure
 - operate and travel on the public highway
 - shut down and secure the MEWP
 - use hand tools, ancillary equipment and accessories.
- 8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
- 8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.

Unit H/506/4650

Preparing and operating mast climber-type mobile elevating work platforms - MEWP - in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Interpret the given information relating to the preparation and using mast climber-type MEWPs to access areas to carry out the work.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing the operation of plant and machinery used as work platforms.
2 Organise with others the sequence and operation in which accessing operations using mast climber-type MEWPs are to be carried out.	2.1 Organise the work according to given information or instructions.
	2.2 Describe how to communicate ideas between team members.
	2.3 Organise and communicate with team members and other associated occupations.
	2.4 Describe how to organise resources prior to and during accessing operations.
3 Know how to comply with relevant legislation and official guidance when carrying out accessing operations using mast climber-type MEWPs.	3.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- of materials and by manual handling and mechanical lifting.
- 3.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
- 3.3 Explain what the accident reporting procedures are and who is responsible for making reports.
- 4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using mast climber-type MEWPs.
- 4.1 Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
- 4.2 Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using mast climber-type MEWPs in relation to two or more of the following:
- safe use and storage of plant or machinery
 - safe use and storage of tools and equipment
 - specific risks to health.
- 4.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to accessing operations, 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).
- 4.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
- 4.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires,

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- spillages, injuries, other task-related activities and rescue plans.
- 5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using mast climber-type MEWPs.
- 5.1 Request and select resources associated with mast climber-type MEWPs in relation to consumables, materials, tools, ancillary equipment and/or accessories.
- 5.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources, and how they should be used correctly, relating to:
- consumables, lubricants and fuels
 - attachments and accessing aids
 - hand tools, ancillary equipment and accessories.
- 5.3 Describe how the resources should be used correctly, how problems associated with the resources are reported.
- 5.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
- 5.5 Describe any potential hazards associated with the resources and methods of work.
- 5.6 Describe how to identify weight, quantity, length and area associated with the method/procedures to operate mast climber-type mobile elevating work platforms used for accessing operations.
- 6 Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.
- 6.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
- 6.2 Prevent damage and maintain a clean work space.
- 6.3 Dispose of waste in accordance with current legislation.
- 6.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

	6.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.	
7	Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs.	7.1	Demonstrate completion of the work within the allocated time.
		7.2	Describe the purpose of the work programme and describe why deadlines should be kept in relation to: <ul style="list-style-type: none">– types of progress charts, timetables and estimated times– organisational procedures for reporting circumstances which will affect the work programme.
8	Comply with the given contract information to access areas to carry out work using mast climber-type MEWPs to the required specification.	8.1	Demonstrate the following work skills when preparing for and accessing work areas using mast climber-type MEWPs: <ul style="list-style-type: none">– checking, setting up, adjusting, communicating, manoeuvring, positioning, accessing and setting down.
		8.2	Use and maintain hand tools, ancillary equipment and/or accessories.
		8.3	Prepare for, position, set up and operate mast climber-type MEWPs to access working areas, at various locations, to given working instructions.
		8.4	Shut down and secure mast climber-type MEWPs.
		8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none">– identify the characteristics of the mast climber-type MEWP used for accessing work– identify valid certification for maintenance, inspection and thorough examination– carry out function checks for accessing operation– prepare, set up and adjust for operational requirements

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area
- identify and remain aware of the area of operation to include potential entrapment situations
- use fall prevention equipment

- 8.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- check to avoid damage to structures and utilities service apparatus
 - position and secure MEWP for accessing operations
 - recognise and determine when specific skills and knowledge are required and report accordingly
 - operate, manoeuvre, position, set down and secure
 - operate and travel on the public highway
 - shut down and secure the MEWP
 - use hand tools, ancillary equipment and accessories.
- 8.7 Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
- 8.8 Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.

Unit Y/600/8294

Installing and Setting Up Provision for Fall Protection 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 and setting up provision for fall protection.	1.1 Interpret and extract information from plans, 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, specifications, method statements, risk assessments, schedules, manufacturers' information, permit systems, standards, regulations and official guidance.
2 Know how to comply with relevant legislation and official guidance when installing and setting up provision for fall protection.	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 and	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

setting up provision for fall protection.	requirements when installing and setting up provision for fall protection.
	3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to installing and setting up provision for fall protection, 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 and set up provision for fall protection.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none">– support posts– end terminations– tensioners and swage/swageless fittings– steel or synthetic cable– bolts, rivets, toggles etc.– anchors and ties– fall protection equipment– 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.
	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 install and set up provision for fall protection.
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 and setting up provision for fall protection.	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 and setting up provision for fall protection.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none">– types of progress charts, timetables and estimated times– organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to install and set up provision for fall protection to the required specification.	7.1	Demonstrate the following work skills when installing and setting up provision for fall protection: <ul style="list-style-type: none">– measuring, setting out, positioning, installing, fixing, securing, checking and removing.
	7.2	Install and set up provision for fall protection to given working instructions, using recognised anchor points with: <ul style="list-style-type: none">– scaffold/rigging– secured steelwork structures– wire and rope systems– permanently installed anchorage points– temporarily installed anchorage points.

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:
- confirm the area to secure and provide for fall protection anchorage
 - determine/confirm method to provide fall protection
 - select, prepare and install equipment for installation (scaffold/rigging, secured steelwork structures, wire and rope systems, permanent and temporary installed anchorage points)
 - visually inspect fall protection equipment
 - install and test anchors and ties
 - identify the test criteria for fall protection equipment
 - use hand tools and ancillary equipment
 - work at height
 - use access equipment.
- 7.4 Safely use and store hand tools, fall protection equipment and ancillary equipment.
- 7.5 State the needs of other occupations and how to communicate within a team when installing and setting up provision for fall protection.
- 7.6 Describe how to maintain the tools and equipment used when installing and setting up provision for fall protection.

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.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>5 Minimise the risk of damage to the work and surrounding area when installing temporary lifting and suspension apparatus.</p>	<p>5.1 Protect the work and its surrounding area from damage.</p> <p>5.2 Minimise damage and maintain a clean work space.</p> <p>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.</p> <p>5.4 Dispose of waste in accordance with legislation.</p> <p>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.</p>
<p>6 Complete the work within the allocated time when installing temporary lifting and suspension apparatus.</p>	<p>6.1 Demonstrate completion of the work within the allocated time.</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
<p>7 Comply with the given contract information to install temporary lifting and suspension apparatus to the required specification.</p>	<p>7.1 Demonstrate the following work skills when installing temporary lifting and suspension apparatus:</p> <ul style="list-style-type: none"> – measuring, setting out, positioning, checking, operating, securing, dismantling and removing. <p>7.2 Install and remove temporary lifting and suspension apparatus to given working instructions, relating to two of the following:</p> <ul style="list-style-type: none"> – block and tackle material lifting gear (manual and mechanical) – cradle suspensions – rope access equipment

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- bosun’s seats
- winches
- counterbalance lifting systems
- 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.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 7.7 Describe how to maintain the tools and equipment used when installing temporary lifting and suspension apparatus.



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