



Level 3 NVQ Diploma in Formwork (Construction)

Qualification Specification

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Introduction

The ProQual Level 3 NVQ Diploma in Formwork (Construction) qualification provides a nationally recognised qualification for those working in the construction and the built environment sector in the specialise in handling, erecting, striking, constructing, maintaining and repairing complex and non-complex formwork to demonstrate their competence.

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

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

Qualification Profile Level 3 NVQ Diploma in Formwork (Construction)

Qualification title	ProQual Level 3 NVQ Diploma in Formwork (Construction)
Ofqual qualification number	603/0645/2
Level	3
Total Qualification Time	990 hours (364 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	10/10/16
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

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

Qualification Structure

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

CITB references are provided in this document for information only.

Mandatory Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
A/503/2772	Confirming work activities and resources for an occupational work area in the workplace	3	209v2
M/503/2915	Developing and maintaining good occupational working relationships in the workplace	5	210v2
R/503/2924	Confirming the occupational method of work in the workplace	3	211v2
D/615/2381	Erecting and striking timber and proprietary formwork in the workplace	2	510v2
H/615/2382	Constructing, maintaining and repairing complex timber and proprietary formwork in the workplace	3	511
K/615/2383	Erecting and striking timber and proprietary formwork for complex structures in the workplace	3	512
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	641
Y/508/6533	Moving, handling and storing resources in the workplace	2	642

Additional Units

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

Additional Units			<i>CITB references provided for information only</i>
Unit Ref.	Title	Level	<i>CITB Internal Unit Ref.</i>
A/508/6508	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	2	392Av3
F/508/6509	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	2	392Bv3
T/508/6510	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	2	392Cv3
A/508/6525	Slings and hand signalling the movement of suspended loads in the workplace	2	402Av1

Centre Requirements

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

Staff

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

Assessors/Internal Quality Assurance

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

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

Support for Candidates

Materials produced by centres to support candidates should:

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

Links to National Standards / NOS mapping

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

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

Assessment

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

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

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

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

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

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

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

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

Internal Quality Assurance

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

Adjustments to Assessment

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

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

Results Enquiries and Appeals

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

Certification

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

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

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Claiming certificates

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

Unit certificates

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

Replacement certificates

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Confirming work activities and resources for an occupational work area in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
4 Identify work activities which influence each other and make the best use of the resources available.	4.1 Determine work activities that have an influence on each other. 4.2 Evaluate which work activities make the best use of available resources in relation to: – occupations and/or customers associated with the work – tools, plant and/or ancillary equipment materials and components. 4.3 Explain different methods and sources that can identify which work activities influence each other. 4.4 Describe how to determine the sequence of work activities and how long each work activity will take. 4.5 Describe what zero and low carbon requirements are. 4.6 Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.	
5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	5.1 Evaluate project progress against the work programme to identify any changed circumstances. 5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme. 5.3 Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements. 5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme. 5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.	

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Confirming the occupational method of work in the workplace	
Unit Number	R/503/2924	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Assess available project data accurately to determine the occupational method of work.	1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work. 1.2 Explain how to summarise the following project data: – required quantities – specifications – detailed drawings – health and safety requirements – timescales – scope of works. 1.3 Explain the different methods of assessing available project data. 1.4 Explain how to use project data to interpret the work method, In relation to: – standard work procedures – sequence of work – organisation of resources (people, equipment, materials) – work techniques – working conditions (health, safety and welfare) – risk assessment.	
2 Obtain additional information from alternative sources in cases where the available project data is insufficient.	2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out. 2.2 Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: – customers or representatives – suppliers – regulatory authorities – manufacturer's literature.	
3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.	3.1 Examine potential work methods to carry out the occupational work activity. 3.2 Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria. 3.3 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: – health and safety welfare (principles of protection) – fire protection – access and egress – equipment availability – availability of competent workforce – pollution risk	

Units – Learning Outcomes and Assessment Criteria

	<ul style="list-style-type: none"> – waste and disposal – zero and low carbon outcomes – weather conditions. <p>3.4 Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to:</p> <ul style="list-style-type: none"> – conforming to statutory requirements – customer and user needs – contract requirements in terms of time, quantity and quality – environmental considerations. <p>3.5 Explain how different methods of work can achieve zero/low carbon outcomes.</p>
<p>4 Confirm and communicate the selected work method to relevant personnel.</p>	<p>4.1 Confirm the selected occupational work method that meets project, statutory and contractual requirements.</p> <p>4.2 Communicate appropriately to relevant people on the selected occupational work method.</p> <p>4.3 Describe the different techniques and methods of confirming and communicating work methods to relevant people.</p> <p>4.4 Explain the principles of equality and diversity and how to apply them when working and communicating with others.</p>

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and striking timber and proprietary formwork in the workplace	
Unit Number:	D/615/2381	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when erecting and striking timber and proprietary formwork.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, manufacturers'-and suppliers' 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' and suppliers' information, official guidance and current regulations.
2 Know how to comply with relevant legislation and official guidance when erecting and striking timber and proprietary formwork.	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	Describe what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when erecting and striking timber and proprietary formwork.	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when erecting and striking timber and proprietary formwork.
	3.2	Demonstrate compliance with given information and relevant legislation when erecting and striking timber and proprietary formwork in relation to the following: <ul style="list-style-type: none"> – safe use of access equipment – safe use, storage and handling of materials, tools and equipment – specific risks to health.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and striking timber and proprietary formwork in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
3 continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to erecting and striking timber and proprietary formwork and the types, purpose and limitations of each type, the work situation 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)
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.
4 Select the required quantity and quality of resources for the methods of work to erect and strike timber and proprietary formwork.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – timber, timber sheets and non-timber based sheet material – proprietary formwork and associated items – tie systems – soldiers and walings – protective coatings – fixtures and fittings – access equipment – hand tools, portable power tools and equipment.
	4.3	Describe how to confirm that the resources and materials conform to the specification.
	4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.6	Describe potential hazards associated with the resources and methods of work.
	4.7	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect and strike timber and proprietary formwork.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and striking timber and proprietary formwork in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
5 Minimise the risk of damage to the work and surrounding area when erecting and striking timber and proprietary formwork.	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2	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 striking timber and proprietary formwork.	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 strike timber and proprietary formwork to the required specification.	7.1	Demonstrate the following work skills when erecting and striking timber and proprietary formwork: <ul style="list-style-type: none"> – measuring, marking out, positioning, securing, finishing, removing and storing.
	7.2	Use and maintain hand tools, portable power tools and ancillary equipment.
	7.3	Erect and strike timber formwork to given working instructions for at least two of the following: <ul style="list-style-type: none"> – walls – columns – beams – soffits – bases.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and striking timber and proprietary formwork in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 continued	<p>7.3 Erect and strike proprietary formwork systems to given working instructions for at least one of the following:</p> <ul style="list-style-type: none"> – climbing – jumping – slip form – panel systems – soldiers and/or walings.
	<p>7.4 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"> – erect and strike formwork for walls, columns, beams, soffits, bases, kickers, stop ends and pre-cast units – erect and strike proprietary climbing, jumping, slip form and panel systems – attach and remove soldiers and walings – attach and remove safe lifting provision – position and strike box outs and bolt boxes, grout checks, level controls, angle fillets and features – position, secure and remove tie systems – apply release agents – identify differences in concrete pressure – recognise and determine when specialist skills and knowledge are required and report accordingly – work with, around and in close proximity to plant and machinery – direct and guide the operations and movement of plant and machinery – use hand tools, portable power tools and equipment – work at height – use access equipment.
	<p>7.6 Describe the needs of other occupations and how to communicate effectively within a team when erecting and striking timber and proprietary formwork.</p>
	<p>7.7 Describe how to maintain the tools and equipment used to erect and strike timber and proprietary formwork.</p>

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and striking timber and proprietary formwork in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	100

Units – Learning Outcomes and Assessment Criteria

Title:	Constructing, maintaining and repairing complex timber and proprietary formwork in the workplace	
Unit Number:	H/615/2382	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when constructing, maintaining and repairing complex timber and proprietary formwork.	1.1	Interpret and extract information from drawings, specifications, method statements, schedules, manufacturers' and suppliers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, method statements, schedules, manufacturers' and suppliers' information.
2 Know how to comply with relevant legislation and official guidance when constructing, maintaining and repairing complex timber and proprietary formwork.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3	State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when constructing, maintaining and repairing complex timber and proprietary formwork.	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when constructing, maintaining and repairing complex timber and proprietary formwork.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to constructing, maintaining and repairing complex timber and proprietary formwork, 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Constructing, maintaining and repairing complex timber and proprietary formwork in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to construct, maintain and repair complex timber and proprietary formwork.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – timber, timber sheets and non-timber based sheet material – tie systems – soldiers and walings – protective coatings – fixtures and fittings – access equipment – hand and powered tools, and 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, area and wastage associated with the method/procedure to construct, maintain and repair complex timber and proprietary formwork.
5 Minimise the risk of damage to the work and surrounding area when constructing, maintaining and repairing complex timber and proprietary formwork.	5.1	Protect the work and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.4	Dispose of waste in accordance with legislation.
	5.5	State why the disposal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when constructing, maintaining and repairing complex timber and proprietary formwork.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Constructing, maintaining and repairing complex timber and proprietary formwork in the workplace	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
7 Comply with the given contract information to construct, maintain and repair complex timber and proprietary formwork to the required specification.	7.1	Demonstrate the following work skills when constructing, maintaining and repairing complex timber and proprietary formwork: <ul style="list-style-type: none"> – measuring, marking out, cutting, fitting, positioning, fixing, finishing, removing and securing.
	7.2	Construct, fabricate, maintain and repair formwork components to given working instructions in both timber and proprietary systems for at least two of the following: <ul style="list-style-type: none"> – stairs – landings – ramps – inclined structures – curved or circular structures – pre-cast forms.
	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"> – construct and maintain timber and proprietary formwork systems – fabricate timber formwork components for stairs, landings, ramps, inclined structures, curved or circular structures – identify when proprietary formwork requires repair – maintain and carry out repairs to timber formwork components – construct box-outs, bolt boxes and stop ends – identify differences in concrete pressure – attach soldiers and walings – attach and remove safe lifting provision – position and fix tie systems – position water bars – apply protective coatings – use hand tools, power tools and equipment – work at height – use access equipment.
	7.4	Safely use and store hand tools, portable power tools and ancillary equipment.
	7.5	State the needs of other occupations and how to communicate within a team when constructing, maintaining and repairing complex timber and proprietary formwork.
	7.6	Describe how to maintain the tools and equipment used when constructing, maintaining and repairing complex timber and proprietary formwork.

Units – Learning Outcomes and Assessment Criteria

Title:	Constructing, maintaining and repairing complex timber and proprietary formwork in the workplace
Additional information about this unit	
Assessment guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector subject area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	66

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and striking timber and proprietary formwork for complex structures in the workplace	
Unit Number:	K/615/2383	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the work and resources when erecting and striking timber and proprietary formwork for complex structures.	1.1	Interpret and extract information from drawings, specifications, method statements, schedules, manufacturers' and suppliers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – drawings, specifications, method statements, schedules, manufacturers' and suppliers' information.
2 Know how to comply with relevant legislation and official guidance when erecting and striking timber and proprietary formwork for complex structures.	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and 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 striking timber and proprietary formwork for complex structures.	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 striking timber and proprietary formwork for complex structures.
	3.2	Explain why and when personal protective equipment (PPE) should be used, relating to erecting and striking timber and proprietary formwork for complex structures, 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and striking timber and proprietary formwork for complex structures in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
4 Select the required quantity and quality of resources for the methods of work to erect and strike timber and proprietary formwork for complex structures.	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> – timber, timber sheets and non-timber based sheet material – tie systems – soldiers and walings – protective coatings – fixtures and fittings – access equipment – hand and powered tools, and 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, area and wastage associated with the method/procedure to erect and strike timber and proprietary formwork for complex structures.
5 Minimise the risk of damage to the work and surrounding area when erecting and striking timber and proprietary formwork for complex structures.	5.1	Protect the work and its surrounding area from damage.
	5.2	Minimise damage and maintain a clean work space.
	5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.4	Dispose of waste in accordance with legislation.
	5.5	State why the disposal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when erecting and striking timber and proprietary formwork for complex structures.	6.1	Demonstrate completion of the work within the allocated time.
	6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and striking timber and proprietary formwork for complex structures in the workplace
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>
7 Comply with the given contract information to erect and strike timber and proprietary formwork for complex structures to the required specification.	7.1 Demonstrate the following work skills when erecting and striking timber and proprietary formwork for complex structures: – measuring, marking out, cutting, fitting, finishing, removing, positioning and securing.
	7.2 Erect and strike complex formwork to given working instructions in both timber and proprietary systems for at least two of the following: – stairs – landings – ramps – inclined structures – curved or circular structures – pre-cast forms.
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – erect and strike timber and proprietary formwork for stairs, landings, ramps, inclined structures, curved or circular structures, pre-cast forms – fabricate, position, erect and strike kickers, box outs, bolt boxes and stop ends – attach and remove soldiers and walings – attach and remove safe lifting provision – fabricate, position, erect and strike, grout checks, level controls, angle fillets and features – position, secure and remove tie systems – apply release agents – identify differences in concrete pressure – use hand tools, power tools and equipment – work at height – use access equipment.
	7.4 Safely use and store hand tools, portable power tools and ancillary equipment.
	7.5 State the needs of other occupations and how to communicate within a team when erecting and striking timber and proprietary formwork for complex structures.
	7.6 Describe how to maintain the tools and equipment used to erect and strike timber and proprietary formwork for complex structures.

Units – Learning Outcomes and Assessment Criteria

Title:	Erecting and striking timber and proprietary formwork for complex structures in the workplace
Additional information about this unit	
Assessment guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills 'Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Location of the unit within the subject/sector classification system	05.2 Building and Construction
Availability for use	Shared unit

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Conforming to general health, safety and welfare in the workplace.
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Credit value	2
Unit guided learning hours	7

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Moving, handling and storing resources in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit credit value	5
Unit guided learning hours	17

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
Unit Number:	A/508/6508	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>4 Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.</p>	4.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with legislation and organisational requirements during accessing operations.
	4.2	Demonstrate compliance with given information and relevant legislation when carrying out accessing operations using scissor-type MEWPs in relation to two or more of the following: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	4.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.
	4.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, other task-related activities and rescue plans.
<p>5 Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs.</p>	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.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating scissor-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
<p>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: <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 scissor-type MEWPs to access working areas, at various locations, to given working instructions.
	8.4	Shut down and secure scissor-type MEWPs.
	8.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> – 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 – 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	<ul style="list-style-type: none"> – 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.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
Unit Number:	F/508/6509	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and using boom-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
8 Comply with the given contract information to access areas to carry out work using boom-type MEWPs to the required specification.	8.1	Demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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 – 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	<ul style="list-style-type: none"> – 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.

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating boom-type mobile elevating work platforms (MEWP) in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Formwork (Construction):</u></p> <p>One of the following endorsements required:</p> <p>Mobile elevated working platform boom vehicle mounted Mobile elevated working platform boom self-propelled</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Credit value	14
Unit guided learning hours	47

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	
Unit Number:	T/508/6510	
Learning outcomes <i>The learner will be able to:</i>	Assessment criteria <i>The learner can:</i>	
1 Interpret the given information relating to the preparation and using mast climber-type MEWPs to access areas to carry out the work.	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2	Comply with information and/or instructions derived from risk assessments and method statements.
	1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	3.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	3.3	Explain what the accident reporting procedures are and who is responsible for making reports.

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Preparing and operating mast climber-type mobile elevating work platforms (MEWP) in the workplace	
Learning outcomes	Assessment criteria	
<i>The learner will be able to:</i>	<i>The learner can:</i>	
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 – 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
		<ul style="list-style-type: none"> – 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.
	8.6	Describe the needs of other occupations and how to effectively communicate within a team when preparing to and carrying out accessing operations.
8.7	Describe how to maintain the plant and machinery, hand tools, ancillary equipment used to access working areas.	

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

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

Units – Learning Outcomes and Assessment Criteria

Title:	Slinging and hand signalling the movement of suspended loads in the workplace
Additional information about this unit	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p> <p>This unit must be assessed against the endorsements detailed within the relevant NVQ Structure.</p> <p><u>ProQual Level 3 NVQ Diploma in Formwork (Construction):</u></p> <p>The following endorsement required (i.e. own area of work):</p> <p>Slinger signaller – formwork only</p>
Sector subject areas	5.2 Building and Construction
Availability for use	Shared unit
Unit credit value	10
Unit guided learning hours	33



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