



**QFI NVQ in Formwork (Construction) at  
Level 3  
Specification**

# Specification

## QFI NVQ in Formwork (Construction) at Level 3

Document control and history	
Document status:	Internal
Owner:	Accountable Officer
Executer	Accountable Officer
Version and date:	Version 1 – June 2021
Revision to previous version:	-

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## 1. Introduction

- 1.1. The QFI NVQ in Formwork (Construction) at Level 3 qualification provides a nationally recognised qualification to demonstrate competence for those working in the construction and the built environment sector - specialising in handling, erecting, striking, constructing, maintaining and repairing complex and non-complex formwork.
- 1.2. The awarding organisation for this qualification is Qualifications for Industry Limited ([Qualifications For Industry \(QFI\): Awards qualifications for industry globally](#)) recognised by the Office of Qualifications and Examinations Regulation (Ofqual).
- 1.3. The qualification is on the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.
- 1.4. The qualification's requirements have been specified in the National Occupational Standards (NOS) developed by the Sector Skills Council (SSC) CITB in liaison with employers and industry/ sector representatives. As an NVQ, all units within the qualifications are derived from these occupational standards directly, and evidence of knowledge, skill and understanding will be gained from a workplace or a realistic workplace situation.

## 2. Qualification objective

- 2.1. This qualification is for construction operatives responsible for planning and resourcing formwork projects on building sites, including responsibility for the construction of the formwork, which may be specialist or complex in nature. It is designed to assess and prove occupational competence in the workplace to a recognised standard in the construction industry.

## 3. Progression

- 3.1. Learners may use the qualification to gain employment as formwork operatives, with responsibility for resourcing, planning, and building specialist and complex formwork structures. It may be used as evidence to prove competence to prospective employers, directly or as a component of card competence schemes. Such schemes are not a licence to practice and can be achieved by different routes (e.g., through the experienced worker route), but are widely recognised and used by many employers as proof of competence and access to sites.

## 4. Entry requirements

- 4.1. This qualification is for all Learners aged 16 and above who are capable of reaching the required standards and have opportunity to demonstrate practical skills in a realistic construction working environment. There are no formal entry requirements for this qualification. Centres should carry out an initial assessment of a Learner's skills and knowledge to identify any gaps and help plan the assessment. They are likely however to be either seeking work or working, as formwork operatives on construction sites.
- 4.2. Candidates taking this qualification must be made fully aware of what this entails. Centres must be satisfied that Learners have the experience and skills and will have sufficient assessment opportunities within their job role to provide evidence of competence for this qualification. Where this may not be the immediate case, Learners should check with their employer whether they are able to go out with departmental or immediate job role boundaries to gain the necessary assessment opportunities.

## 5. Qualification structure

Qualification Title	QFI NVQ in Formwork (Construction) at Level 3
<b>QAN</b>	603/7602/8
<b>Minimum Credit Value:</b>	99
<b>Mandatory Units</b>	8
<b>Optional Units</b>	-
<b>Total Qualification Time (TQT)</b>	990 hours
<b>Guided Learning Hours (GLH)</b>	364 hours
<b>Assessment</b>	Pass or fail  Internally assessed and verified by centre staff External quality assurance by QFI verifiers
<b>Qualification start date</b>	11/06/21
<b>Qualification end date</b>	30/06/23

### 5.1. TQT:

An estimate of the total time it could reasonably be expected for a Learner to achieve a qualification. TQT includes guided learning hours (GLH) plus an estimate of the time a Learner is likely to spend in preparation, study or other learning activities as directed by but not under the immediate guidance of a lecturer, supervisor, or tutor.

### 5.2. GLH:

The time a Learner spends in activities under the immediate guidance or supervision of a lecturer, supervisor, or tutor. This includes assessment if under supervision.

Title	Reference	Credit Value	Level
<b>Confirming work activities and resources for an occupational work area in the workplace</b>	A/503/2772	10	3
<b>Developing and maintaining good occupational working relationships in the workplace</b>	M/503/2915	8	5
<b>Confirming the occupational method of work in the workplace</b>	R/503/2924	11	3
<b>Erecting and striking timber and proprietary formwork in the workplace</b>	D/615/2381	20	2
<b>Constructing, maintaining, and repairing complex timber and proprietary formwork in the workplace</b>	H/615/2382	20	3
<b>Erecting and Striking Timber and Proprietary Formwork for Complex Structures in the Workplace</b>	K/615/2383	23	3
<b>Conforming to general health, safety and welfare in the workplace</b>	M/508/6537	2	1
<b>Moving, handling and storing resources in the workplace</b>	Y/508/6533	5	2

## 6. Assessment

### 6.1 Roles and responsibilities

There are a number of people involved in the assessment process and the role of each needs to be clearly understood by each.

#### 6.1.1 Learners

– must familiarise themselves with the content of the Units that they are taking and how these are to be assessed. They should co-operate with the assessment process, looking for opportunities to evidence the elements and gathering evidence where this arises. Learners must take on board feedback from their assessor and work with their assessor to develop realistic plans for assessment. An Assessment Plan and Review template are included at Appendix 3.

#### 6.1.2 Assessors

- must familiarise themselves with the content of the units that they are assessing and how these are to be assessed. They must assist Learners in identifying assessment opportunities, gathering, and presenting evidence. Assessors must assess all elements and record these assessments. Templates for recording elements, and for unit achievement, are at Appendix 4. Assessors must feedback and work with Learners to identify any gaps and develop realistic plans for assessment. They must also work with the Internal Verifier and External Verifier to ensure a common standard of assessment.

#### 6.1.3 Internal Verifiers (IVs)

– sometimes known as Internal Quality Assurers (IQAs), their role is to ensure that the assessment process is appropriate, consistent, fair and transparent; those assessors receive on-going support and that they are assessing to a common standard; and that awards are valid, reliable and consistent. IVs must develop a strategy that includes standardisation activities such as reviewing samples of evidence from each assessor and countersigning the decisions of unqualified assessors.

#### 6.1.4 External Verifiers

- sometimes known as External Quality Assurers (EQAs), are appointed by QFI and are independent of the centre. Their role is to check that internal processes are in place to ensure robust, consistent assessment. This includes sampling assessment evidence.

### 6.2 The assessment process

6.2.1 Assessment for this qualification, and for individual units that comprise the qualification, must take place in accordance with '*Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)*'.

6.2.2 This document translates the requirements of the assessment strategy and gives guidance to ensure that Centres meet these.

6.2.3 Centres delivering the qualification must ensure that assessors and Internal Verifiers are aware of the assessment strategy and how to access this. External Verifiers may check this requirement during monitoring visits to centres.

6.2.4 Assessment involves the following key stages: planning; producing evidence; assessing evidence; recording. Each of these is considered in more detail below.

### 6.3 Planning

6.3.1 The assessor must create an Assessment Plan with each Learner that he/ she will be assessing. The Assessment Plan will need to be reviewed as the Learner progresses through the units. A template for assessment planning and review is at Appendix 3 of this document.

6.3.2 A wide range of assessment methods exist that can be used to assess knowledge and skills. Methods of assessment that are commonly used for assessing competence based qualifications such as NVQs include the following:

- Product evidence – this relates to the outcome of the Learner’s work, and the actual product that is generated as a result of their work.
- Direct observation – where an assessor (or credible witness) will directly observe the Learner undertaking certain tasks/ creating products that occur as part of their role. Observations must be referenced to the elements covered.
- Question/ answer – these will often supplement the methods above, for example the assessor may ask the Learner a number of questions whilst they are undertaking a task. Questioning is a useful way to establish knowledge and to generate evidence of this.
- Witness testimony – credible witnesses may be identified who can for example testify that the Learner can successfully undertake certain tasks.
- Personal statement – declaration made by the Learner that should be referenced to elements.

6.3.3 Centres should ensure that their Assessors use the methods above to assess Learners for this qualification. Template assessment documents including an Assessor Report can be found at Appendix 3.

### 6.4 Producing evidence

6.4.1 The methods of assessment must generate evidence to demonstrate the candidates’ competence. Evidence produced in the workplace is central to Construction Skills Consolidated Assessment Strategy. Workplace evidence is vital to ensuring that the candidate is competent to industry standards and a suitable way of recording this must be used.

6.4.2 The following indicates the type of evidence generated by the methods on the section above:

- Product evidence –Photographic or video evidence is often used to record this, or it may also be recorded via the method below. Labelled photographs and/or videos that clearly show the candidate are sources of evidence for this purpose.
- Direct observation –observations must be recorded via an Assessor or other report (e.g., witness statement).

- Question/ answer –both the questions and the candidate’s responses to these must be recorded either in writing or via some audio or visual device (e.g., part of a video recording).
- Witness testimony – this may be written, audio or visual recordings.
- Personal statement – the declaration made by the candidate must be recorded.

6.4.3 All of the above must be referenced to the evidence that they cover. Templates that may be used for recording evidence are at Appendix 3.

6.4.5 Feedback should be given to the candidate on an on-going basis and where there are any gaps or shortfalls in evidence then these should be incorporated into the Assessment Plan.

6.4.6 Assessment must meet the requirements of the performance criteria, knowledge and understanding documented for each unit of assessment. Methods of assessment must ensure coverage of all elements, scope and range, and generate sufficient evidence to demonstrate competence. A holistic approach towards the collection of evidence is encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence.

6.4.7 Direct evidence produced through normal performance in the workplace is the primary source for meeting these requirements. This includes naturally occurring evidence, direct observation of activities and witness testimony as relevant, all of which must be recorded. Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate,
- recognised industry education and training programme assessment, or professional interview assessment that has been matched to NOS requirements
- performance evidence/ completed work,

6.4.8 All of which must be recorded and made available for verification purposes. Workplace evidence of skills cannot be simulated for this qualification.

## **6.5 Assessing evidence**

6.5.1 Evidence must be assessed against the units/ elements to establish whether the candidate is competent with regards to their performance and knowledge. In order to achieve the qualification candidates must achieve a ‘pass’. The evidence must show that the candidate consistently (i.e., on more than one occasion) meets all of the elements across the scope/range of each unit.

6.5.2 If there is insufficient evidence to make this judgement, then plans must be made as to how the candidate can produce further evidence in order to demonstrate competence.

6.5.3 Assessors must check that the evidence produced is sufficient in volume, relevant and current. They must also be confident that the evidence has been generated by the candidate. Assessors and candidates normally sign documentation to declare that the evidence produced is that of the candidate and no other.

## **6.6 Recording evidence**

6.6.1 Evidence (or reference to where certain evidence is located) is normally kept in a

portfolio. This may be paper-based or electronic. All evidence contained within the portfolio must be clearly referenced to the units and elements. Candidates' progress can therefore be tracked. Note that certain pieces of evidence can be recorded across more than a single element. Tracking is important to show where this is that case.

- 6.6.2 It is helpful to give each piece of evidence a number so that this can be mapped across elements. See the template forms at Appendix 4. Assessment decisions made against the evidence must also be recorded so that an IV or an EV can see these. All evidence must be kept for internal and external verification.

## 7. Assessors

7.1 The occupational competence of assessors is defined in '*Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)*'.

7.2 The roles and responsibilities of assessors is outlined in the section above. Assessors must be competent to perform their role and either hold the qualifications needed to carry out assessment – or achieve within 18 months of commencing their role:

- D32 or D33,
- AI,
- Level 3 Award in Assessing Competence in the Work Environment,
- Level 3 Award in Assessing Vocationally Related Achievement,
- Level 3 Certificate in Assessing Vocational Achievement, or
- an appropriate Assessor qualification as identified by QFI.

Assessors must also:

- have a sound, in-depth knowledge of, and uphold the integrity of, the relevant NOS and Assessment Strategy to enable them to carry out assessment to the standards specified,
- have the occupational expertise (craft/ trade specific) before commencing their role so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing,
- only assess in their acknowledged area of occupational competence,
- maintain the currency of this for the duration of their role, and
- know QFI's requirements for recording assessment decisions and maintaining assessment records.

7.3 Holders of AI and D32/33 must assess to the current National Occupational Standards (NOS) for Learning and Development.

7.4 Assessors must be registered with QFI. The Centre Handbook provides details.

7.5 The assessment decisions of unqualified assessors must be countersigned by the IV.

## 8. Internal verification

8.1 Centres' internal assessment processes and practices must be effective and support the integrity and consistency of the qualification. This is achieved through the internal quality



assurance that is undertaken by the approved centre, and the external quality assurance that is undertaken by QFI. Centres must operate explicit, written internal quality assurance procedures to ensure:

- the accuracy and consistency of assessment decisions between assessors operating at the centre, and
- those assessors are consistent in their interpretation and application of the qualifications or unit(s) learning outcomes.

8.2 Centres must appoint IVs who will be responsible for:

- regular sampling evidence of assessment decisions made by all assessors across all aspects of assessment for the qualification. Sampling must include direct observation of assessment practice,
- maintaining up-to-date records of IV and sampling activity (what was evidence was sampled or assessors / IV observed where there is more than one) and ensuring that these are available for external quality assurance,
- establishing procedures to ensure that all assessors interpret the learning outcomes in the same way,
- monitoring and supporting the work of assessors,
- facilitating appropriate staff development and training for assessors,
- providing feedback to the EV on the effectiveness of assessment, and
- ensuring that any corrective action required by QFI is carried out within agreed timescales.

8.3 Centres must ensure that the decisions of unqualified IVs are checked, authenticated and countersigned by an IV who is appropriately qualified and occupationally expert. QFI will monitor a centre's compliance with these requirements through monitoring visits and certification claims.

8.4 The IV is also responsible and accountable for arranging the checking and countersigning process. IVs may verify only evidence that they did not assess themselves. Further guidance on internal quality assurance/verification is provided in the Centre Handbook. Appendix 5 of this document indicates suggested content for an IV strategy, and a template for sampling assessment evidence.

## 9. Internal verifiers

9.1 The occupational competence of IVs is defined in '*Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)*'.

9.2 The roles and responsibilities of IVs is outlined above. IVs must be competent to perform their role and either hold the qualifications needed to carry out internal verification – or achieve within 18 months of commencing their role:

- D34,
- VI,
- Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice,
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice, or
- an appropriate Internal Verifier qualification as identified by QFI.

9.3 It is strongly recommended that IVs also hold assessor qualifications (see section above).

9.4 Holders of VI/D34 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

9.5 IVs must be registered with QFI. The Centre Handbook provides details.

## 10. External verification

10.1 External verification of this qualification ensures that the requirements are met for the *'Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment: Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)'*.

10.1 Centre visits will normally take place on an annual basis, though these could be more frequent if deemed necessary as a result of QFI's risk assessments. The Centre Handbook provides further details on external verification including to prepare for centre visits.

10.1 QFI's appointed External Verifiers meet the requirements of the assessment strategy.

## 11. Certification

11.1 Note that there is a lapsing period of two years for this qualification. This means that when the qualification expires, is withdrawn or replaced by a revised version, candidates registered have two years from the expiry date in which to complete the qualification. This will allow sufficient time for candidates to compete and allow for currency of evidence.

## 12. Equality and diversity

12.1 This qualification must be assessed in English.

12.2 Assessment must be inclusive and where appropriate reasonable adjustments made to ensure equality of access in line with QFI's Equality and Diversity Policy. Full details are included in the QFI Centre Handbook.

12.3 Special consideration is not normally given for competence-based qualifications as it is necessary for candidates to demonstrate that they have the necessary skills and knowledge to achieve the qualification and operate safely in the workplace.

12.4 Equality data will be collected at the point of registration. This is for monitoring purposes only and will include age, gender, ethnicity, and disability.

## 13. Fees

13.1 The current fees for this qualification, and for individual units, are included in the QFI Fees document. This document also details what is/ is not included in fees.

13.2 Fees may be broken down to a reasonable level upon request to QFI.

## APPENDIX I: CANDIDATE TEMPLATE DOCUMENTS

<b>Sample Form – Induction Checklist</b>	
This document indicates what may be covered as part of a candidate’s induction. This list is not exhaustive.	<b>Tick</b>
Qualification information: <ul style="list-style-type: none"> <li>• Units</li> <li>• Structure</li> <li>• Summary of assessment</li> <li>• Awarding body</li> </ul>	
Roles and responsibilities: <ul style="list-style-type: none"> <li>• Candidate</li> <li>• Assessor</li> <li>• Internal Verifier</li> <li>• External Verifier</li> </ul>	
Training and assessment process: <ul style="list-style-type: none"> <li>• Planning</li> <li>• Collection of evidence (including methods)</li> <li>• Review of evidence</li> <li>• Feedback on evidence</li> <li>• Verification of evidence</li> <li>• Certification</li> </ul>	
Policies: <ul style="list-style-type: none"> <li>• Complaints</li> <li>• Appeals</li> <li>• Malpractice</li> <li>• Data protection</li> <li>• Health and safety</li> <li>• Equality (including reasonable adjustments/ additional support)</li> </ul>	
Forms: <ul style="list-style-type: none"> <li>• Enrolment</li> <li>• Other</li> </ul>	
<p>I confirm that I have received this induction and the associated documents:</p> <p>Candidate name: .....</p> <p>Candidate signature: .....</p> <p>Date: .....</p>	

## APPENDIX 2: Units – Learning Outcomes and Assessment Criteria

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

	<ul style="list-style-type: none"> <li>– health and safety requirements.</li> </ul>
<p>4 Identify work activities which influence each other and make the best use of the resources available.</p>	<p>4.1 Determine work activities that have an influence on each other.</p> <p>4.2 Evaluate which work activities make the best use of available resources in relation to:</p> <ul style="list-style-type: none"> <li>– occupations and/or customers associated with the work</li> <li>– tools, plant and/or</li> <li>– ancillary equipment, materials, and components.</li> </ul> <p>4.3 Explain different methods and sources that can identify which work activities influence each other.</p> <p>4.4 Describe how to determine the sequence of work activities and how long each work activity will take.</p> <p>4.5 Describe what zero and low carbon requirements are.</p> <p>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.</p>
<p>5 Identify changed circumstances that require alterations to the work programme and justify them to decision makers.</p>	<p>5.1 Evaluate project progress against the work programme to identify any changed circumstances.</p> <p>5.2 Inform line management and/or customers on the type and extent of any required changes to the work programme.</p> <p>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.</p> <p>5.4 Explain how to assess contractual/work effects resulting from alterations to the work programme.</p> <p>5.5 Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.</p>

<b>Title:</b>	<b>Developing and maintaining good occupational working relationships in the workplace</b>
<b>Unit Number</b>	<b>M/503/2915</b>
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>1 Develop, maintain and encourage working relationships to promote goodwill and trust.</p>	<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>
<p>2 Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.</p>	<p>2.1 Communicate on the following work activity information to relevant people following organisational procedures:</p> <ul style="list-style-type: none"> <li>– appropriate timescales</li> <li>– health and safety requirements</li> <li>– co-ordination of work procedures.</li> </ul> <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"> <li>– colleagues</li> <li>– employers</li> <li>– customers</li> <li>– contractors</li> <li>– suppliers of products and services</li> <li>– other people affected by the work/project.</li> </ul>

<p>3 Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.</p>	<p>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.</p> <p>3.2 Explain the techniques of encouraging questions and/or requests for clarification and comments.</p> <p>3.3 Explain the different ways of offering advice and help to different people about work activities, in relation to:</p> <ul style="list-style-type: none"> <li>– progress</li> <li>– results</li> <li>– achievements</li> <li>– occupational problems</li> <li>– occupational opportunities</li> <li>– health and safety requirements</li> <li>– co-ordinated work.</li> </ul>
<p>4 Clarify proposals with relevant people and discuss alternative suggestions.</p>	<p>4.1 Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved.</p> <p>4.2 Explain the methods of clarifying alternative proposals with relevant people.</p> <p>4.3 Explain the methods of suggesting alternative proposals</p>
<p>5 Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.</p>	<p>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.</p> <p>5.2 Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.</p>

<b>Title:</b>	<b>Confirming the occupational method of work in the workplace</b>
<b>Unit Number</b>	<b>M/503/2915</b>
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>1 Assess available project data accurately to determine the occupational method of work.</p>	<p>1.1 Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work.</p> <p>1.2 Explain how to summarise the following project data:</p> <ul style="list-style-type: none"> <li>– required quantities</li> <li>– specifications</li> <li>– detailed drawings</li> <li>– health and safety requirements</li> <li>– timescales</li> <li>– scope of works.</li> </ul> <p>1.3 Explain the different methods of assessing available project data.</p> <p>1.4 Explain how to use project data to interpret the work method, in relation to:</p> <ul style="list-style-type: none"> <li>– standard work procedures</li> <li>– sequence of work</li> <li>– organisation of resources (people, equipment, materials)</li> <li>– work techniques</li> <li>– working conditions (health, safety and welfare)</li> <li>– risk assessment.</li> </ul>
<p>2 Obtain additional information from alternative sources in cases where the available project data is insufficient</p>	<p>2.1 Collect and collate additional information from alternative sources to clarify the work to be carried out.</p> <p>2.2 Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient:</p> <ul style="list-style-type: none"> <li>– customers or representatives</li> <li>– suppliers</li> <li>– regulatory authorities</li> <li>– manufacturer's literature.</li> </ul>



<p>3 Identify work methods that will make best use of resources and meet project, statutory and contractual requirements.</p>	<p>3.1 Examine potential work methods to carry out the occupational work activity.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>– health and safety welfare (principles of protection)</li> <li>– fire protection</li> <li>– access and egress</li> <li>– equipment availability</li> <li>– availability of competent workforce</li> <li>– pollution risk</li> <li>– waste and disposal</li> <li>– zero and low carbon outcomes</li> <li>– weather conditions.</li> </ul> <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"> <li>– conforming to statutory requirements</li> <li>– customer and user needs</li> <li>– contract requirements in terms of time, quantity and quality</li> <li>– environmental considerations.</li> </ul> <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>

<b>Title:</b>	<b>Erecting and striking timber and proprietary formwork in the workplace</b>
<b>Unit Number:</b>	<b>D/615/2381</b>
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>1 Interpret the given information relating to the work and resources when erecting and striking timber and proprietary formwork.</p>	<p>1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, manufacturers' and suppliers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings,</li> <li>– specifications</li> <li>– schedules</li> <li>– method statements</li> <li>– risk assessments</li> <li>– manufacturers' and suppliers' information</li> <li>– official guidance</li> <li>– current regulations.</li> </ul>
<p>2 Know how to comply with relevant legislation and official guidance when erecting and striking timber and proprietary formwork.</p>	<p>2.1 Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace</li> <li>– below ground level</li> <li>– at height</li> <li>– in confined spaces</li> </ul> <p>with:</p> <ul style="list-style-type: none"> <li>– tools and equipment</li> <li>– materials and substances</li> <li>– movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 Describe what the accident reporting procedures are and who is responsible for making reports.</p>

<p>3 Maintain safe and healthy working practices when erecting and striking timber and proprietary formwork.</p>	<p>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.</p> <p>3.2 Demonstrate compliance with given information and relevant legislation when erecting and striking timber and proprietary formwork in relation to the following:</p> <ul style="list-style-type: none"> <li>– safe use of access equipment</li> <li>– safe use, storage and handling of materials, tools and equipment</li> <li>– specific risks to health.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV)</li> </ul> <p>3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.</p> <p>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.</p>
<p>4 Select the required quantity and quality of resources for the methods of work to erect and strike timber and proprietary formwork.</p>	<p>4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.</p> <p>4.2 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, timber sheets and non-timber based sheet material</li> <li>– proprietary formwork and associated items</li> <li>– tie systems</li> <li>– soldiers and walings</li> <li>– protective coatings</li> <li>– fixtures and fittings</li> <li>– access equipment</li> <li>– hand tools, portable power tools and equipment.</li> </ul> <p>4.3 Describe how to confirm that the resources and materials conform to the specification.</p> <p>4.4 Describe how the resources should be used correctly and how problems associated with the resources are reported.</p> <p>4.5 Explain why the organisational procedures have been developed and how they are used for the selection of</p>

	<p>required resources.</p> <p>4.6 Describe potential hazards associated with the resources and methods of work.</p> <p>4.7 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to erect and strike timber and proprietary formwork.</p>
<p>5 Minimise the risk of damage to the work and surrounding area when erecting and striking timber and proprietary formwork.</p>	<p>5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2 Maintain a clean workspace.</p> <p>5.3 Dispose of waste in accordance with current legislation.</p> <p>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.</p> <p>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.</p>
<p>6 Complete the work within the allocated time when erecting and striking timber and proprietary formwork.</p>	<p>6.1 Demonstrate completion of the work within the allocated time.</p> <p>6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts, timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
<p>7 Comply with the given contract information to erect and strike timber and proprietary formwork to the required specification.</p>	<p>7.1 Demonstrate the following work skills when erecting and striking timber and proprietary formwork:</p> <ul style="list-style-type: none"> <li>– measuring</li> <li>– marking out</li> <li>– positioning</li> <li>– securing</li> <li>– finishing</li> <li>– removing</li> <li>– storing.</li> </ul> <p>7.2 Use and maintain hand tools, portable power tools and ancillary equipment.</p> <p>7.3 Erect and strike timber formwork to given working instructions for at least two of the following:</p> <ul style="list-style-type: none"> <li>– walls</li> <li>– columns</li> <li>– beams</li> <li>– soffits</li> <li>– bases.</li> </ul> <p>7.3 Erect and strike proprietary formwork systems to given</p>

	<p>working instructions for at least one of the following:</p> <ul style="list-style-type: none"> <li>– climbing</li> <li>– jumping</li> <li>– slip form</li> <li>– panel systems</li> <li>– soldiers and/or walings.</li> </ul> <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"> <li>– erect and strike formwork for walls, columns, beams, soffits, bases, kickers, stop ends and precast units</li> <li>– erect and strike proprietary climbing, jumping, slip form and panel systems</li> <li>– attach and remove soldiers and walings</li> <li>– attach and remove safe lifting provision</li> <li>– position and strike box outs and bolt boxes, grout checks, level controls, angle fillets and features</li> <li>– position, secure and remove tie systems</li> <li>– apply release agents</li> <li>– identify differences in concrete pressure</li> <li>– recognise and determine when specialist skills and knowledge are required and report accordingly</li> <li>– work with, around and in close proximity to plant and machinery</li> <li>– direct and guide the operations and movement of plant and machinery</li> <li>– use hand tools, portable power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul> <p>7.5 Describe the needs of other occupations and how to communicate effectively within a team when erecting and striking timber and proprietary formwork.</p> <p>7.6 Describe how to maintain the tools and equipment used to erect and strike timber and proprietary formwork.</p>
<b>Additional information about this unit</b>	
<p>Assessment Guidance</p>	<p>This unit must be assessed in a work environment and in accordance with the Construction Skills <i>‘Consolidated Assessment Strategy for Construction and the Built Environment’</i>.</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>

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

	<p>type.</p> <p>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.</p>
<p>4 Select the required quantity and quality of resources for the methods of work to construct, maintain and repair complex timber and proprietary formwork.</p>	<p>4.1 Describe the characteristics, quality, uses, limitations, and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, timber sheets and non-timber based sheet material</li> <li>– tie systems</li> <li>– soldiers and walings</li> <li>– protective coatings</li> <li>– fixtures and fittings</li> <li>– access equipment</li> <li>– hand and powered tools, and equipment.</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools, and equipment.</p> <p>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.</p> <p>4.4 Outline potential hazards associated with the resources and method of work.</p> <p>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.</p>
<p>5 Minimise the risk of damage to the work and surrounding area when constructing, maintaining, and repairing complex timber and proprietary formwork.</p>	<p>5.1 Protect the work and its surrounding area from damage.</p> <p>5.2 Minimise damage and maintain a clean workspace.</p> <p>5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations, and adverse weather conditions.</p> <p>5.4 Dispose of waste in accordance with legislation.</p> <p>5.5 State why the disposal of waste should be carried out in relation to the work.</p>
<p>6 Complete the work within the allocated time when constructing, maintaining and repairing complex timber and proprietary formwork.</p>	<p>6.1 Demonstrate completion of the work within the allocated time.</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts</li> <li>– timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
<p>7 Comply with the given contract information to construct, maintain and repair complex timber and proprietary formwork to the required specification.</p>	<p>7.1 Demonstrate the following work skills when constructing, maintaining and repairing complex timber and proprietary formwork:</p> <ul style="list-style-type: none"> <li>– measuring</li> <li>– marking out</li> </ul>

	<ul style="list-style-type: none"> <li>- cutting</li> <li>- fitting</li> <li>- positioning</li> <li>- fixing</li> <li>- finishing</li> <li>- removing and securing.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>- stairs</li> <li>- landings</li> <li>- ramps</li> <li>- inclined structures</li> <li>- curved or circular structures</li> <li>- pre-cast forms.</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>- construct and maintain timber and proprietary formwork systems</li> <li>- fabricate timber formwork components for stairs, landings, ramps, inclined structures, curved or circular structures</li> <li>- identify when proprietary formwork requires repair maintain and carry out repairs to timber formwork components</li> <li>- construct box-outs, bolt boxes and stop ends</li> <li>- identify differences in concrete pressure</li> <li>- attach soldiers and walings</li> <li>- attach and remove safe lifting provision</li> <li>- position and fix tie systems</li> <li>- position water bars</li> <li>- apply protective coatings</li> <li>- use hand tools, power tools and equipment</li> <li>- work at height</li> <li>- use access equipment.</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment.</p> <p>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.</p> <p>7.6 Describe how to maintain the tools and equipment used when constructing, maintaining and repairing complex timber and proprietary formwork.</p>
<p><b>Additional information about this unit</b></p>	



<p>Assessment Guidance</p>	<p>This unit must be assessed in a work environment and in accordance with the Construction Skills '<i>Consolidated Assessment Strategy for Construction and the Built Environment</i>'.</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>
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<b>Title:</b>	<b>Erecting and striking timber and proprietary formwork for complex structures in the workplace</b>
<b>Unit Number:</b>	<b>K/615/2383</b>
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>1 Interpret the given information relating to the work and resources when erecting and striking timber and proprietary formwork for complex structures.</p>	<p>1.1 Interpret and extract information from drawings, specifications, method statements, schedules, manufacturers' and suppliers' information.</p> <p>1.2 Comply with information and/or instructions derived from risk assessments and method statements.</p> <p>1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.4 Describe different types of information, their source and how they are interpreted in relation to:</p> <ul style="list-style-type: none"> <li>– drawings</li> <li>– specifications</li> <li>– method statements</li> <li>– schedules</li> <li>– manufacturers' and suppliers' information.</li> </ul>
<p>2 Know how to comply with relevant legislation and official guidance when erecting and striking timber and proprietary formwork for complex structures.</p>	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace</li> <li>– below ground level</li> <li>– at height</li> <li>– in confined spaces</li> </ul> <p>with:</p> <ul style="list-style-type: none"> <li>– tools and equipment</li> <li>– materials and substances</li> <li>– movement/storage of materials and by manual handling and mechanical lifting.</li> </ul> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 State what the accident reporting procedures are and who is responsible for making reports.</p>
<p>3 Maintain safe working practices when erecting and striking timber and proprietary formwork for complex structures.</p>	<p>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.</p> <p>3.2 Explain why and when personal protective equipment (PPE) should be used, relating to erecting and striking</p>

	<p>timber and proprietary formwork for complex structures, and the types, purpose and limitations of each type.</p> <p>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.</p>
<p>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.</p>	<p>4.1 Describe the characteristics, quality, uses, limitations, and defects associated with the resources in relation to:</p> <ul style="list-style-type: none"> <li>– timber, timber sheets and non-timber based sheet material</li> <li>– tie systems</li> <li>– soldiers and walings</li> <li>– protective coatings</li> <li>– fixtures and fittings</li> <li>– access equipment</li> <li>– hand and powered tools, and equipment.</li> </ul> <p>4.2 Select resources associated with own work in relation to materials, components, fixings, tools, and equipment.</p> <p>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.</p> <p>4.4 Outline potential hazards associated with the resources and method of work.</p> <p>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.</p>
<p>5 Minimise the risk of damage to the work and surrounding area when erecting and striking timber and proprietary formwork for complex structures.</p>	<p>5.1 Protect the work and its surrounding area from damage.</p> <p>5.2 Minimise damage and maintain a clean workspace.</p> <p>5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.</p> <p>5.4 Dispose of waste in accordance with legislation.</p> <p>5.5 State why the disposal of waste should be carried out in relation to the work.</p>
<p>6 Complete the work within the allocated time when erecting and striking timber and proprietary formwork for complex structures.</p>	<p>6.1 Demonstrate completion of the work within the allocated time.</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– types of progress charts</li> <li>– timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>

<p>7 Comply with the given contract information to erect and strike timber and proprietary formwork for complex structures to the required specification.</p>	<p>7.1 Demonstrate the following work skills when erecting and striking timber and proprietary formwork for complex structures:</p> <ul style="list-style-type: none"> <li>– measuring</li> <li>– marking out</li> <li>– cutting</li> <li>– fitting</li> <li>– finishing</li> <li>– removing</li> <li>– positioning and securing.</li> </ul> <p>7.2 Erect and strike complex formwork to given working instructions in both timber and proprietary systems for at least two of the following:</p> <ul style="list-style-type: none"> <li>– stairs</li> <li>– landings</li> <li>– ramps</li> <li>– inclined structures</li> <li>– curved or circular structures</li> <li>– pre-cast forms.</li> </ul> <p>7.3 Describe how to apply safe work practices, follow procedures, report problems, and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> <li>– erect and strike timber and proprietary formwork for stairs, landings, ramps, inclined structures,</li> <li>– curved or circular structures, pre-cast forms</li> <li>– fabricate, position, erect and strike kickers, box outs, bolt boxes and stop ends</li> <li>– attach and remove soldiers and walings</li> <li>– attach and remove safe lifting provision</li> <li>– fabricate, position, erect and strike, grout checks, level controls, angle fillets and features</li> <li>– position, secure and remove tie systems</li> <li>– apply release agents</li> <li>– identify differences in concrete pressure</li> <li>– use hand tools, power tools and equipment</li> <li>– work at height</li> <li>– use access equipment.</li> </ul> <p>7.4 Safely use and store hand tools, portable power tools and ancillary equipment.</p> <p>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.</p> <p>7.6 Describe how to maintain the tools and equipment used to erect and strike timber and proprietary formwork for complex structures.</p>
<p><b>Additional information about this unit</b></p>	

<p>Assessment Guidance</p>	<p>This unit must be assessed in a work environment and in accordance with the Construction Skills '<i>Consolidated Assessment Strategy for Construction and the Built Environment</i>'.</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>
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<b>Title:</b>	<b>Conforming to general health, safety, and welfare in the workplace.</b>
<b>Unit Number:</b>	<b>M/508/6537</b>
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>1 Comply with all workplace health, safety, and welfare legislation requirements.</p>	<p>1.1 Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.</p> <p>1.2 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.</p> <p>1.3 Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.</p> <p>1.4 State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> <p>1.5 State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.</p> <p>1.6 State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.</p> <p>1.7 State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.</p> <p>1.8 State how to comply with control measures that have been identified by risk assessments and safe systems of work.</p>
<p>2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.</p>	<p>2.1 Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.</p> <p>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.</p> <p>2.3 List the current Health and Safety Executive top ten safety risks.</p> <p>2.4 List the current Health and Safety Executive top five health risks.</p>

	<p>2.5 State how changing circumstances within the workplace could cause hazards.</p> <p>2.6 State the methods used for reporting changed circumstances, hazards, and incidents in the workplace.</p>
<p>3 Comply with organisational policies and procedures to contribute to health, safety and welfare.</p>	<p>3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.</p> <p>3.2 Contribute to discussions by offering/providing feedback relating to health, safety, and welfare.</p> <p>3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.</p> <p>3.4 Safely store health and safety control equipment in accordance with given instructions.</p> <p>3.5 Dispose of waste and/or consumable items in accordance with legislation.</p> <p>3.6 State the organisational policies and procedures for health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> <li>– dealing with accidents and emergencies associated with the work and environment</li> <li>– methods of receiving or sourcing information</li> <li>– reporting</li> <li>– stopping work</li> <li>– evacuation</li> <li>– fire risks and safe exit procedures</li> <li>– consultation and feedback.</li> </ul> <p>3.7 State the appropriate types of fire extinguishers relevant to the work.</p> <p>3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.</p>
<p>4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.</p>	<p>4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.</p> <p>4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to:</p> <ul style="list-style-type: none"> <li>– recognising when to stop work in the face of serious and imminent danger to self and/or others</li> <li>– contributing to discussions and providing feedback</li> <li>– reporting changed circumstances and incidents in the workplace</li> <li>– complying with the environmental requirements of the workplace.</li> </ul> <p>4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.</p>

<p>5 Comply with and support all organisational security arrangements and approved procedures.</p>	<p>5.1 Provide appropriate support for security arrangements in accordance with approved procedures:</p> <ul style="list-style-type: none"> <li>– during the working day</li> <li>– on completion of the day’s work</li> <li>– for unauthorised personnel (other operatives and the general public)</li> <li>– for theft.</li> </ul> <p>5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.</p>
<p><b>Additional information about this unit</b></p>	
<p>Assessment Guidance</p>	<p>This unit must be assessed in a work environment and in accordance with the Construction Skills ‘<i>Consolidated Assessment Strategy for Construction and the Built Environment</i>’.</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>



<b>Title:</b>	<b>Moving, handling, and storing resources in the workplace</b>
<b>Unit Number:</b>	Y/508/6533
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Comply with given information when moving, handling and/or storing resources.	<p>1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.</p> <p>1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.</p> <p>1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.</p> <p>1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.</p> <p>1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.</p>
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.	<p>2.1 Describe their responsibilities under current legislation and official guidance whilst working:</p> <ul style="list-style-type: none"> <li>– in the workplace</li> <li>– in confined spaces</li> <li>– below ground level</li> <li>– at height</li> </ul> <p>with:</p> <ul style="list-style-type: none"> <li>– tools and equipment</li> <li>– materials and substances</li> <li>– movement/storage of materials</li> </ul> <p>and by manual handling and mechanical lifting.</p> <p>2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.</p> <p>2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.</p> <p>2.4 State the appropriate types of fire extinguishers relevant to the work.</p> <p>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.</p>
3 Maintain safe working practices when moving, handling and/or storing resources.	<p>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.</p> <p>3.2 Use lifting aids safely as appropriate to the work.</p> <p>3.3 Protect the environment in accordance with safe working</p>

	<p>practices as appropriate to the work.</p> <p>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:</p> <ul style="list-style-type: none"> <li>– collective protective measures</li> <li>– personal protective equipment (PPE)</li> <li>– respiratory protective equipment (RPE)</li> <li>– local exhaust ventilation (LEV).</li> </ul> <p>3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.</p> <p>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.</p>
<p>4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.</p>	<p>4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work.</p> <p>4.2 Describe the characteristics, quality, uses, sustainability, limitations, and defects associated with the occupational resources in relation to:</p> <ul style="list-style-type: none"> <li>– lifting and handling aids</li> <li>– container(s)</li> <li>– fixing, holding, and securing systems.</li> </ul> <p>4.3 Describe how the resources should be handled and how any problems associated with the resources are reported.</p> <p>4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.</p> <p>4.5 Describe any potential hazards associated with the resources and methods of work.</p>
<p>5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.</p>	<p>5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.</p> <p>5.2 Dispose of waste and packaging in accordance with legislation.</p> <p>5.3 Maintain a clean workspace when moving, handling, or storing resources.</p> <p>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.</p> <p>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.</p>

<p>6 Complete the work within the allocated time when moving, handling and/or storing resources.</p>	<p>6.1 Demonstrate completion of the work within the allocated time.</p> <p>6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to:</p> <ul style="list-style-type: none"> <li>– progress charts</li> <li>– timetables and estimated times</li> <li>– organisational procedures for reporting circumstances which will affect the work programme.</li> </ul>
<p>7 Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.</p>	<p>7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources:</p> <ul style="list-style-type: none"> <li>– moving</li> <li>– positioning</li> <li>– storing</li> <li>– securing</li> </ul> <p>and/or using lifting aids and kinetic lifting techniques.</p> <p>7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following:</p> <ul style="list-style-type: none"> <li>– sheet material</li> <li>– loose material</li> <li>– bagged or wrapped material</li> <li>– fragile material</li> <li>– tools and equipment</li> <li>– components</li> <li>– liquids.</li> </ul> <p>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.</p> <p>7.4 Describe the needs of other occupations when moving, handling and/or storing resources.</p>
<p><b>Additional information about this unit</b></p>	
<p>Assessment Guidance</p>	<p>This unit must be assessed in a work environment and in accordance with the Construction Skills ‘<i>Consolidated Assessment Strategy for Construction and the Built Environment</i>’.</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>

## APPENDIX 3 - ASSESSMENT TEMPLATE DOCUMENTS

### 3a. Sample form – Assessment Plan and Review

Candidate name:

Employer/location:

Date:

Qualification:

Unit(s):

Elements:

Assessor:

Period of Review:  
(should not normally exceed 12 weeks)

Proposed Date for  
next review:

**Part 1 – Activities / Tasks / Learning / Training** undertaken since last review:

**Part 2a – ‘Progress to date’** specifying units/elements/modules achieved to date (the progress recorded **must** tie in with the associated ‘**Summary of Achievement Record**’):

**Part 2b – Identified **barriers**** to progress (please detail here any issues relating to the programme delivery, which have impacted negatively on progress e.g., attendance times, learning difficulties, suitability of training/learning materials, physical barriers to participation, health issues, attitude etc):

\*

**Part 2c – Solutions** proposed to address the above barriers:

Element:

<b>Part 3 – Agreed ‘assessment planning’ &amp; action required for the next review (proposed methods of evidence collection must be recorded &amp; proposed assessment methods must be selected):</b>  <i><b>N.B.</b> Methods of evidence collection may include either hard copy records or electronic records such as audio recordings, scanned documents, photographs etc.</i>	Proposed Evidence: Assessment Methods/Sources of							
	CrossRef	RPL	OBS	Questioning	PS	WR	D	WT
<p align="center"><b>Key: Assessment Methods/Sources of Evidence</b></p> <p> <b>CrossRef</b> = Cross Referencing    <b>RPL</b>= Recognition of Prior Learning  <b>OBS</b> = Observation                    <b>PS</b> = Personal Statement  <b>WR</b> = Work Record                    <b>D</b> = Discussion  <b>WT</b>= Witness Testimony         </p>								

**Part 4 – Additional comments / issues (e.g., health & safety issues):**

**Part 5 – Candidate comments/feedback/evaluation:**

**Part 6** – Employer comments on progression and achievement noted in **Part 2a**:

**Part 7** – Assessor Feedback/Assessment Judgements/Decisions/Outcome

Candidate Signature: ..... Date: .....  
Assessor Signature: ..... Date: .....  
Employer Signature (where present): ..... Date: .....  
Employer Name and position: .....

### 3b. Sample Form – Assessor Report

**Qualification:**

**Candidate:**

**Assessor:**

**Date:**

**Unit/ element:**

**Location/ circumstance:**

Details of observation/ question/ answers/ discussion	Ref
Details of observation/ question/ answers/ discussion	Ref
Details of observation/ question/ answers/ discussion	Ref
<b>Assessors comments</b> (state whether candidate is competent)	
<b>Assessor signature</b>	
<b>Candidate signature</b>	

### 3c. Sample Form – Witness Testimony

Qualification: .....

Unit: .....

Element(s): .....

Candidate Name: .....

Witness Name: .....

Witness Contact Details: .....

Describe your construction and any assessment qualifications/ experience:  
.....  
.....  
.....

Describe your relationship with the candidate:  
.....  
.....

Date of evidence: .....

#### Testimony and comment on candidate's performance

.....  
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Witness Signature & Date: .....

Candidate Signature & Date: .....

Assessor Signature & Date: .....



**3d. Sample Form – Candidate Personal Statement**

Qualification:

Candidate name:

Element(s)	Date	Statement / evidence

Candidate's signature:

Date:

Assessor's signature:

Date:



#### 4b. Sample Form – Unit Progress Record

**Qualification:**

**Unit title:**

I confirm that the candidate has been assessed as competent for this unit

**Assessor name**

**Assessor signature**

**Date**

I confirm that I have been assessed as competent and that the evidence produced is from work that is all mine

**Candidate name**

**Candidate signature**

**Date**

I confirm that I have internally verified this unit and confirm that the candidate is competent (this section must be completed where the assessor is unqualified)

**IV name**

**IV signature**

**Date**

## APPENDIX 5 - INTERNAL VERIFIER TEMPLATE DOCUMENTS

### 5a. Sample Internal Verification Strategy

This document indicates what may be covered as part of an internal verifier's strategy. An effective internal verification strategy ensures:

- A forum for discussion of borderline cases
- Assessor networking and sharing of good practice
- Valid, reliable and consistent training and/or assessment
- Recorded assessment decisions which are appropriate, consistent, fair, transparent and equitable
- Clarity for candidates about assessment requirements
- Effective preparation and presentation for external verification
- Reduction in level of direct external verification scrutiny

To underpin the IV/ verification process a plan of internal activity should be developed indicating

- what will happen
- when it will happen
- who will be involved

New instructors/assessors must:

- a) be supplied with assessment and materials
- b) clearly understand assessment requirements and procedures

All assessors must:

- a) know the name of the person who will manage the IV process and the name of the IV
- b) know how IV/ verification will happen, when it will happen and who will be involved
- c) be informed about issues raised through previous internal and external quality assurance

#### On Course Monitoring

The IV should:

- a) Sample assessments to ensure that:
  - feedback to candidates is clear and constructive
  - teaching and assessment activities are standard and appropriate
  - assessment decisions are fair and consistent
  - teaching and assessment records are clear
- b) Undertake standardisation activities
- c) Ensure candidates understand assessment requirements
- d) Provide advice and support for Assessors and share good practice
- e) Identify good assessment practice
- f) Record internal verification activities and findings, list action points and report to instructors/assessors and the EV
- g) Liaise with the EV as necessary

#### End of Course Checking

The IV should:

- a) monitor progress against previous action points
- b) ensure assessment records are complete and accurate
- c) ensure evidence of achievement is appropriate and standardised
- d) record internal verification activities and findings, list action points, and report these to assessors and the EV

## **Guidance on Sampling and Record Keeping**

### **What do IVs/IVs sample and why?**

IVs are responsible for monitoring the quality of assessment, hence the need for them to sample assessment practices and decisions. It is not usually possible or necessary to verify every aspect of assessment at each internal verification. A properly selected representative sample should identify any issues with assessment practices and decisions.

### **Selecting a sample**

To select a representative sample, IVs must take account of factors which may impact on the quality of assessment. These factors are used to define a sampling strategy that determines the size of the sample and enables judgements to be made.

Key factors to consider are:

- Sites of delivery
- Number and experience of Assessors
- Number of courses/assessments
- Previous IV actions/recommendations
- Assessment methods
- Special arrangements
- EV recommendations
- Borderline cases
- Anything else that you think might impact on assessment decisions

The sample should include an element of random selection by the IV. It is not necessary to sample across every aspect of the programme at each event, but the plan should seek to cover everything over a period of time, e.g., 3 years.

### **Which records should be kept?**

Records of internal quality assurance/ verification must be kept and made available to the EV during monitoring visits. These should demonstrate that the internal verification procedures have been carried out. IVs should record two sets of information:

1. The sample taken by the IV
2. The comments and feedback to the Assessor following the sampling exercise, showing any recommendations or action required and how this was resolved.

There is a sample form shown below that you may use or adapt to suit your own requirement.

**5b. Sample Form – Internal Verification  
Sampling Assessment Decisions**

**Unit / qualification:**

**Location:**

**Assessor name:**

<b>Candidate Name</b>	<b>Sampling element<sup>1</sup></b>	<b>Was the assessment method appropriate?</b>	<b>Is there sufficient evidence that outcomes have been met?</b>	<b>Is the evidence appropriate for the level?</b>	<b>Comments</b>

**Comments**

**Signed (IV):**

**Date:**

**Signed (Assessor):**

**Date:**

<sup>1</sup> Was this a learning outcome across candidates, or a whole unit or one method of assessment?

**5c: Sample Form**  
**Internal verification – observation of assessors**

Internal Verifier's Name: .....  
 Assessor's Name: .....  
 Candidate's Name: .....  
 Qualification Title: .....  
 Unit Assessed: .....  
 Element Assessed: .....  
 Date of Observation: .....  
 Location of Assessment: .....

<b>Prior to the assessment had the Assessor:</b>	<b>Yes</b>	<b>No</b>	<b>Comments:</b>
Developed a written Assessment Plan for the candidate			
Checked that the facilities, resources and information required for the assessment were available and ready for use			
Briefed the candidate on how the assessment would take place and what would be assessed			
<b>During the assessment did the Assessor:</b>	<b>Yes</b>	<b>No</b>	<b>Comments:</b>
Conduct the assessment unobtrusively without interfering with the candidate's performance			
Encourage the candidate to satisfy the specified Assessment Criteria			
Ask questions clearly in an encouraging tone and manner without leading the candidate			
Ensure that sufficient questions were asked and that they were justifiable and relevant to the Unit assessed			

<b>During the assessment did the Assessor (continued):</b>	<b>Yes</b>	<b>No</b>	<b>Comments:</b>

Ensure that the atmosphere created during the assessment was pleasant and conducive			
Clarify and resolve any concerns that the candidate had during the assessment			
Clearly inform the candidate of the assessment decision i.e., 'achieved' or 'requires further practice'			
<b>After the assessment did the Assessor:</b>	<b>Yes</b>	<b>No</b>	<b>Comments:</b>
Provide feedback that was clear, constructive, met the candidate's needs and was appropriate to his/her level of confidence			
Encourage the candidate to comment on the assessment decision and how he/she was assessed			
Complete the Unit assessment documentation and ensure it was fully signed and dated			

**Overall feedback to Assessor:**

**Assessor's comments on the IV's feedback:**

Assessor's Signature: .....Date:.....

IV's Signature: .....Date:.....

End of document