

# Level 2 NVQ Diploma in Formwork (6580-02)

September 2017 Version 4.1



## Qualification at a glance

Subject area	Formwork
City & Guilds number	6580
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Portfolio of evidence
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 NVQ Diploma in Formwork	144	430	6580-02	601/1851/9

Version and date	Change detail	Section
2.0 February 2014	Amended title and content of Unit 735	5. Units
3.0 March 2014	Added AC 4.3 to Unit 101	5. Units
4.0 December 2015	Unit 621 replaced by Unit 306 Unit 640 replaced by Unit 323 Unit 651 replaced by Unit 334 Unit 705 replaced by Unit 362 Phone numbers removed	1. Structure 5. Units  Useful contacts and final page
4.1 September 2017	Added GLH and TQT details.  Deleted QCF	Qualification at a Glance, Structure



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

<b>Area</b>	<b>Description</b>
Who is the qualification for?	It is for learners who work or want to work in Formwork in the construction sector.
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the construction] sector.
What opportunities for progression are there?	It allows learners to progress into employment or it provides opportunities for them to progress onto an Advanced Apprenticeship (Level 3).

## Structure

To achieve the **Level 2 NVQ Diploma in Formwork (6580-02)**, learners must achieve **43** credits from the mandatory units.

Additional units can be taken but the credits will not count towards the qualification.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
<b>Mandatory</b>				
A/503/1170	Unit 101	Conforming to general health, safety and welfare in the workplace	2	1
J/503/1169	Unit 218	Conforming to productive working practices in the workplace	3	2
F/503/1171	Unit 608	Moving, handling and storing resources in the workplace	5	2
A/600/6814	Unit 735	Fabricating and maintaining timber and proprietary formwork systems in the workplace	15	2
D/600/6143	Unit 736	Erecting and striking timber and proprietary formwork in the workplace	18	2
<b>Optional</b>				
M/506/4649	Unit 306	Preparing and operating boom-type Mobile Elevating Work Platforms – MEWP – in the workplace	14	2
H/506/4650	Unit 323	Preparing and operating mast climber-type mobile elevating work platforms – MEWP – in the workplace	12	2
K/506/4648	Unit 334	Preparing and operating scissor-type Mobile Elevating Work Platforms – MEWP – in the workplace	12	2

R/506/3929	Unit 362	Slinging and hand signalling the movement of suspended loads in the workplace	10	2
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## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 NVQ Diploma in Formwork	144	430



## 2 Centre requirements

### Approval

The approval process for Construction qualifications is available at our website. Please visit [www.cityandguilds.com/construction](http://www.cityandguilds.com/construction) for further information.

### Resource requirements

#### Centre staffing

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any which way:  
Best meets the needs and capabilities of their learners  
Satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- Literacy, language and/or numeracy
- Personal learning and thinking
- Personal and social development
- Employability

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

#### Assessors and Internal Quality Assurer

Assessors must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed.

This must be of sufficient depth to be effective and reliable when judging learner's competence. Assessor's experience, knowledge and understanding can be verified by a combination of:

- Curriculum vitae and employer endorsement
- References
- Possession of a relevant NVQ/SVQ, or vocationally related qualification
- Corporate membership of relevant professional institution
- Interview

(The verification process must be recorded and available for audit)  
Assessors **must** have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements.

Assessors:

- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Regulated Qualification Framework (RQF), or the Scottish Credit and Qualifications Framework (SCQF):
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - SVQ (SCQF level) Assessing Competence in the Work Environment
  - SVQ (SCQF level) Assessing Vocational Achievement

Or hold one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using different sources of evidence

Holders of A1 and D32/33 must assess the reviewed National Occupational Standards (NOS) for Learning and Assessment

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Learner entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.



## Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.



## 3 Delivering the qualification

### Initial assessment and induction

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Qualification approval form	<a href="http://www.cityandguilds/construction">www.cityandguilds/construction</a>
Candidate Logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

*Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



## 4 Assessment

### Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit.

Centres are able to download the 6580 logbook from the City & Guilds website.

### Aspects to be assessed through performance in the workplace

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant.

Individual units will specify and exceptions to this position.

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 the NOS requirements
- performance evidence.

A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience requirements could be met across the qualification to make the most efficient use of evidence.



## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance

## Unit 101

# Conforming to general health, safety and welfare in the workplace

UAN:	A/503/1170
Level:	1
Credit value:	2
GLH:	7
Unit aim:	This unit is about awareness of: <ul style="list-style-type: none"><li>• relevant current statutory requirements and official guidance</li><li>• responsibilities to self and others, relating to workplace health, safety and welfare</li><li>• personal behaviour and security in the workplace.</li></ul>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Comply with all workplace health, safety and welfare legislation requirements.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area</li><li>1.2 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements</li><li>1.3 comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment</li><li>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:<ol style="list-style-type: none"><li>a. collective protective measures</li><li>b. Personal Protective Equipment (PPE)</li><li>c. Respiratory Protective Equipment (RPE)</li><li>d. Local Exhaust Ventilation (LEV)</li></ol></li><li>1.5 state how the health and safety control equipment relevant to the work should be used in accordance with the given instructions</li></ol>

- |     |   |
|-----|---|
| 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.                                     |

<b>Learning outcome</b>
The learner will: 2. Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.
<b>Assessment criteria</b>
The learner can: 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: a. resources b. substances c. asbestos d. equipment e. obstructions f. storage g. services h. work activities 2.3 list the current health and safety executive top ten safety risks 2.4 list the current health and safety executive top five health risks 2.5 state how changing circumstances within the workplace could cause hazards 2.6 state the methods used for reporting changed circumstances, hazards and incidents in the workplace.

<b>Learning outcome</b>
The learner will: 3. Comply with organisational policies and procedures to contribute to health, safety and welfare.
<b>Assessment criteria</b>
The learner can: 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: a. dealing with accidents and emergencies associated with the work and environment b. methods of receiving or sourcing information c. reporting d. stopping work e. evacuation f. fire risks and safe exit procedures g. 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.

<b>Learning outcome</b>
The learner will: 4. Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.
<b>Assessment criteria</b>
The learner can: 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: a. recognising when to stop work in the face of serious and imminent danger to self and/or others b. contributing to discussions and providing feedback c. reporting changed circumstances and incidents in the workplace d. 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.

**Learning outcome**

The learner will:

5. Comply with and support all organisational security arrangements and approved procedures.

**Assessment criteria**

The learner can:

- 5.1 provide appropriate support for security arrangements in accordance with approved procedures:
- a. during the working day
  - b. on completion of the day's work
  - c. for unauthorised personnel (other operatives and the general public)
  - d. for theft
- 5.2 state how security arrangements are implemented in relation to:
- a. the workplace
  - b. the general public
  - c. site personnel
  - d. resources.



# Unit 101      Conforming to general health, safety and welfare in the workplace

## Supporting information

### Guidance

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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.

Workplace evidence of skills cannot be simulated.

## Unit 218

## Conforming to productive working practices in the workplace

UAN:	J/503/1169
Level:	2
Credit value:	3
GLH:	10
Unit aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none"><li>• productive communication with line management, colleagues and customers</li><li>• interpreting information</li><li>• planning and carrying out productive work practices</li><li>• working with others or as an individual.</li></ul>

<b>Learning outcome</b>
The learner will: 1. Communicate with others to establish productive work practices.
<b>Assessment criteria</b>
The learner can: 1.1 communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively 1.2 describe the different methods of communicating with line management, colleagues and customers 1.3 describe how to use different methods of communication to ensure that the work carried out is productive.

<b>Learning outcome</b>
The learner will: 2. Follow organisational procedures to plan the sequence of work.
<b>Assessment criteria</b>
The learner can: 2.1 interpret relevant information from organisational procedures in order to plan the sequence of work 2.2 plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively 2.3 describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: a. using resources for own and other's work requirements b. allocating appropriate work to employees c. organising the work sequence d. reducing carbon emissions 2.4 describe how to contribute to zero/low carbon work outcomes within the built environment.

<b>Learning outcome</b>
The learner will: 3. Maintain relevant records in accordance with the organisational procedures.
<b>Assessment criteria</b>
The learner can: 3.1 complete relevant documentation according to the occupation as required by the organisation 3.2 describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: a. job cards b. worksheets c. material/resource lists d. time sheets 3.3 explain the reasons for ensuring documentation is completed clearly and within given timescales.

<b>Learning outcome</b>
The learner will: 4. Maintain good working relationships when conforming to productive working practices.
<b>Assessment criteria</b>
The learner can: 4.1 carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships 4.2 apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others 4.3 describe how to maintain good working relationships, in relation to: a. individuals b. customer and operative c. operative and line management d. own and other occupations 4.4 describe why it is important to work effectively with line management, colleagues and customers 4.5 describe how working relationships could have an effect on productive working 4.6 describe how to apply principles of equality and diversity when communicating and working with others.

# Unit 218      Conforming to productive working practices in the workplace

## Supporting information

### Guidance

This unit must be assessed in a work environment, in accordance with the:

- Additional Requirements for Qualifications using the title NVQ in RQF
- ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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.

Workplace evidence of skills cannot be simulated.

## Unit 306

# Preparing and operating boom-type Mobile Elevating Work Platforms – MEWP – in the workplace

UAN:	M/506/4649
Level:	2
Credit value:	14
GLH:	47
Unit aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and/or using materials, components and equipment with the plant or machinery operations</li><li>• setting up, operating and shutting down of plant or machinery for accessing.</li></ul>

<b>Learning outcome</b>
The learner will: 1. Interpret the given information relating to the use of boom-type MEWPs to access areas to carry out the work.
<b>Assessment criteria</b>
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. manufacturers' 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: a. drawings b. specifications c. schedules d. manufacturers' information e. method statements f. regulations and guidance applicable to accessing operations.

<b>Learning outcome</b>
The learner will: 2. Organise with others the sequence and operation in which accessing operations using boom-type MEWPs are to be carried out.
<b>Assessment criteria</b>
The learner can: 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 state how to organise resources prior to and during accessing operations.

<b>Learning outcome</b>
The learner will: 3. Know how to comply with relevant legislation and official guidance to carry out accessing operations with boom-type MEWPs.
<b>Assessment criteria</b>
The learner can: 3.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 3.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to: a. site b. workplace c. company d. operative 3.3 explain what the accident reporting procedures are and who is responsible for making reports.

<b>Learning outcome</b>
The learner will: 4. Maintain safe working practices when preparing for and carrying out accessing operations using boom-type MEWPs.





**Assessment criteria**

The learner can:

- 4.1 use Personal Protective Equipment (PPE) to safely carry out the activity in accordance with legislation and organisational requirements during accessing operations
- 4.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to accessing operations, and the types, purpose and limitations of each type
- 4.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with:
  - a. fires
  - b. spillages
  - c. injuries
  - d. other task-related hazards.

**Learning outcome**

The learner will:

5. Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using boom-type MEWPs.

**Assessment criteria**

The learner can:

- 5.1 describe the:
  - a. characteristics
  - b. quality
  - c. uses
  - d. limitations
  - e. defectsassociated with the resources, and how they should be used correctly, relating to:
  - a. consumables, lubricants and fuels
  - b. attachments and accessing discharging aids
  - c. hand tools, ancillary equipment and/or accessories
- 5.2 request and select resources associated with boom-type MEWPs in relation to:
  - a. consumables
  - b. materials
  - c. attachments
  - d. tools
  - e. accessories and/or ancillary equipment
- 5.3 state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
- 5.4 outline potential hazards associated with the resources and method of work
- 5.5 describe how to calculate:
  - a. quantity
  - b. weight
  - c. length
  - d. area

associated with the method/procedures to carry out accessing operations.

<b>Learning outcome</b>
The learner will: 6. Minimise the risk of damage to the work and surrounding area when accessing work areas using boom-type MEWPs.
<b>Assessment criteria</b>
The learner can: 6.1 protect the work and its surrounding area from damage 6.2 minimise damage and maintain a clean work space 6.3 describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather condition 6.4 dispose of waste in accordance with legislation 6.5 state why the disposal of waste should be carried out safely in relation to the work.

<b>Learning outcome</b>
The learner will: 7. Complete the work within the allocated time when preparing to and accessing work areas using boom-type MEWPs.
<b>Assessment criteria</b>
The learner can: 7.1 demonstrate completion of the work within the allocated time 7.2 shut down and secure boom-type MEWPs 7.3 state the purpose of the work programme and describe why deadlines should be kept in relation to: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

<b>Learning outcome</b>
The learner will: 8. Comply with the given contract information to accessing areas to carry out work using boom-type MEWPs to the required specification.
<b>Assessment criteria</b>
The learner can: 8.1 demonstrate the following work skills when preparing for and accessing work areas using boom-type MEWPs: <ul style="list-style-type: none"> <li>a. fitting</li> <li>b. attaching</li> <li>c. setting up</li> <li>d. securing</li> <li>e. adjusting</li> <li>f. checking</li> <li>g. removing</li> <li>h. communicating</li> <li>i. operating</li> <li>j. manoeuvring</li> <li>k. positioning</li> <li>l. accessing</li> <li>m. setting down</li> </ul> 8.2 prepare, position, set up and operate boom-type MEWPs to access working areas, at various locations, to given working instructions 8.3 describe how to apply safe work practices, follow procedures, report problems and establish authority needed to rectify, to: <ul style="list-style-type: none"> <li>a. identify the characteristics of the boom-type MEWP used for accessing work</li> <li>b. carry out performance checks</li> <li>c. prepare, set up and adjust for operational requirements</li> <li>d. complete functional checks</li> <li>e. carry out pre-operational checks for obstructions, stability, safety and security of the work and surrounding area</li> <li>f. identify the area for accessing</li> <li>g. check to avoid damage to structures and utilities service apparatus</li> <li>h. access working areas safely and securely</li> <li>i. shut down and secure the boom-type MEWP</li> <li>j. use hand tools, ancillary equipment and accessories</li> </ul> 8.4 safely use and store hand tools and ancillary equipment 8.5 state the needs of other occupations and how to communicate within a team when preparing to and carrying out accessing operations 8.6 describe how to maintain the: <ul style="list-style-type: none"> <li>a. plant</li> <li>b. tools</li> <li>c. equipment</li> </ul> used to access working areas.

# Unit 306      Preparing and operating boom-type Mobile Elevating Work Platforms – MEWP – in the workplace

## Supporting information

### Guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against one of the following endorsements:

- mobile elevating work platforms boom self propelled
- mobile elevating work platforms boom vehicle mounted.

## Unit 323

# Preparing and operating mast climber-type Mobile Elevating Work Platforms – MEWP – in the workplace

UAN:	H/506/4650
Level:	2
Credit value:	12
GLH:	40
Unit aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and/or using materials, components and equipment with the plant or machinery operations</li><li>• setting up, operating and shutting down of plant or machinery for lifting and transferring loads.</li></ul>

<b>Learning outcome</b>
The learner will: 1. Interpret the given information relating to the use of mast climber-type MEWPs to access areas to carry out the work.
<b>Assessment criteria</b>
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. schedules d. 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: a. drawings b. specifications c. schedules d. manufacturers' information e. method statements f. regulations g. guidance

applicable to accessing operation.

<b>Learning outcome</b>
The learner will: 2. Organise with others the sequence and operation in which accessing operations using mast climber-type MEWPs are to be carried out.
<b>Assessment criteria</b>
The learner can: 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 2.4 describe how to organise resources prior to and during accessing operations.

<b>Learning outcome</b>
The learner will: 3. Know how to comply with relevant legislation and official guidance to carry out accessing operations with mast climber-type MEWPs.
<b>Assessment criteria</b>
The learner can: 3.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 3.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to: a. site b. workplace c. company d. operative 3.3 explain what the accident reporting procedures are and who is responsible for making reports.

<b>Learning outcome</b>
The learner will: 4. Maintain safe working practices when preparing for and carrying out accessing operations using mast climber-type MEWPs.
<b>Assessment criteria</b>
The learner can: 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: a. safe use and storage of plant or machinery b. safe use and storage of tools and equipment c. 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: a. collective protective measures b. Personal Protective Equipment (PPE) c. Respiratory Protective Equipment (RPE) d. 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 a. fires b. spillages c. injuries, d. other task-related activities e. rescue plans.



<b>Learning outcome</b>
The learner will: 5. Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using mast climber-type MEWPs.
<b>Assessment criteria</b>
The learner can: 5.1 request and select resources associated with mast climber-type MEWPs in relation to: a. consumables b. materials c. attachments d. tools e. accessories and/or ancillary equipment 5.2 describe the: a. characteristics b. quality c. uses d. limitations e. defects associated with the resources, and how they should be used correctly, relating to: a. consumables, lubricants and fuels b. attachments and accessing discharging aids c. hand tools, ancillary equipment and/or accessories 5.3 describe how the resources should be used correctly, how problems associated with the resources are reported 5.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources 5.5 describe any potential hazards associated with the resources and methods of work 5.6 describe how to identify: a. weight b. quantity c. length d. area associated with the method/procedures to operate mast climber-type mobile elevating work platforms used for accessing operations.

<b>Learning outcome</b>
The learner will: 6. Minimise the risk of damage to the work and surrounding area when accessing work areas using mast climber-type MEWPs.
<b>Assessment criteria</b>
The learner can: 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: a. general workplace activities b. other occupations c. adverse weather conditions 6.5 explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

<b>Learning outcome</b>
The learner will: 7. Complete the work within the allocated time when preparing to and accessing work areas using mast climber-type MEWPs.
<b>Assessment criteria</b>
The learner can: 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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

<b>Learning outcome</b>
The learner will: 8. Comply with the given contract information to accessing areas to carry out work using mast climber-type MEWPS to the required specification.
<b>Assessment criteria</b>
The learner can: 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"> <li>a. checking</li> <li>b. setting up</li> <li>c. adjusting</li> <li>d. communicating</li> <li>e. manoeuvring</li> <li>f. positioning</li> <li>g. accessing and setting down</li> </ul> 8.2 use and maintain hand tools and 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"> <li>a. identify the characteristics of the mast climber-type MEWP used for accessing work</li> <li>b. identify valid certification for maintenance, inspection and thorough examination</li> <li>c. carry out function checks for accessing operation</li> <li>d. prepare, set up and adjust for operational requirements</li> <li>e. carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area</li> <li>f. identify and remain aware of the area of operation to include potential entrapment situations</li> <li>g. use fall prevention equipment</li> </ul> 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"> <li>a. check to avoid damage to structures and utilities service apparatus</li> <li>b. position and secure MEWP for accessing operations</li> <li>c. recognise and determine when specific skills and knowledge are required and report accordingly</li> <li>d. operate, manoeuvre, position, set down and secure</li> <li>e. operate and travel on the public highway</li> <li>f. shut down and secure the MEWP</li> <li>g. use hand tools, ancillary equipment and accessories.</li> </ul> 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: <ul style="list-style-type: none"> <li>a. plant and machinery</li> </ul>

- |  |
|--|
| b. hand tools<br>c. ancillary equipment<br>used to access working areas. |
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## **Unit 323            Preparing and operating mast climber-type Mobile Elevating Work Platforms – MEWP – in the workplace**

### **Supporting information**

#### **Guidance**

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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.

Workplace evidence of skills cannot be simulated.

## Unit 334

# Preparing and operating scissor-type Mobile Elevating Work Platforms – MEWP – in the workplace

UAN:	K/506/4648
Level:	2
Credit value:	12
GLH:	40
Unit aim:	<p>The aim of this unit is to provide the learner with an awareness of:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting and/or using materials, components and equipment with the plant or machinery operations</li><li>• setting up, operating and shutting down of plant or machinery for lifting and transferring loads.</li></ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"><li>1. Interpret the given information relating to the preparation and using scissor-type MEWPs to access areas to carry out the work.</li></ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"><li>1.1 interpret and extract relevant information from:<ol style="list-style-type: none"><li>a. drawings</li><li>b. specifications</li><li>c. schedules</li><li>d. method statements</li><li>e. risk assessments</li><li>f. manufacturers' information</li></ol></li><li>1.2 comply with information and/or instructions derived from risk assessments and method statements</li><li>1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</li><li>1.4 describe different types of information, their source and how they are interpreted in relation to:<ol style="list-style-type: none"><li>a. drawings</li><li>b. specifications</li><li>c. schedules</li></ol></li></ol>

- d. method statements
- e. risk assessments
- f. manufacturers' information
- g. current regulations governing the operation of plant and machinery used as work platforms.

**Learning outcome**

The learner will:

- 2. Organise with others the sequence and operation in which accessing operations using scissor-type MEWPs are to be carried out.

**Assessment criteria**

The learner can:

- 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.

**Learning outcome**

The learner will:

- 3. Know how to comply with relevant legislation and official guidance when carrying out accessing operations using scissor-type MEWPs.

**Assessment criteria**

The learner can:

- 3.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working:
  - a. in the workplace
  - b. below ground level
  - c. in confined spaces
  - d. at height
  - e. with tools and equipment
  - f. with materials and substances
  - g. with movement/storage of materials
  - h. by manual handling and mechanical lifting
- 3.2 describe the organisational security procedures for:
  - a. tools
  - b. equipment
  - c. personal belongings
 in relation to:
  - a. site
  - b. workplace
  - c. company
  - d. operative
- 3.3 explain what the accident reporting procedures are and who is responsible for making reports.



<b>Learning outcome</b>
The learner will: 4. Maintain safe and healthy working practices when preparing for and carrying out accessing operations using scissor-type MEWPs.
<b>Assessment criteria</b>
The learner can: 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: a. safe use and storage of plant or machinery b. safe use and storage of tools and equipment c. 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: a. collective protective measures b. Personal Protective Equipment (PPE) c. Respiratory Protective Equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related activities e. rescue plans.



<b>Learning outcome</b>
The learner will: 5. Request and select the required quantity and quality of resources to prepare for and carry out accessing operations using scissor-type MEWPs.
<b>Assessment criteria</b>
The learner can: 5.1 request and select resources associated with scissor-type MEWPs in relation to: a. consumables b. materials c. tools d. ancillary equipment and/or accessories 5.2 describe the a. characteristics b. quality c. uses d. sustainability e. limitations f. defects associated with the resources, and how they should be used correctly, relating to: a. consumables, lubricants and fuels b. attachments and accessing aids c. hand tools, ancillary equipment and accessories 5.3 describe how the resources should be used correctly, how problems associated with the resources are reported 5.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources 5.5 describe any potential hazards associated with the resources and methods of work 5.6 describe how to identify: a. weight b. quantity c. length d. area associated with the method/procedures to operate scissor-type mobile elevating work platforms used for accessing operations.

<b>Learning outcome</b>
The learner will: 6. Minimise the risk of damage to the work and surrounding area when preparing to and accessing work areas.
<b>Assessment criteria</b>
The learner can: 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: a. general workplace activities b. other occupations c. adverse weather conditions 6.5 explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

<b>Learning outcome</b>
The learner will: 7. Complete the work within the allocated time when preparing to and accessing work areas using scissor-type MEWPs.
<b>Assessment criteria</b>
The learner can: 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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

<b>Learning outcome</b>
The learner will: 8. Comply with the given contract information to access areas to carry out work using scissor-type MEWPs to the required specification.
<b>Assessment criteria</b>
The learner can: 8.1 demonstrate the following work skills when preparing for and accessing work areas using scissor-type MEWPs: a. checking

- b. setting up
  - c. adjusting
  - d. communicating
  - e. manoeuvring
  - f. positioning
  - g. accessing
  - h. setting down
- 8.2 use and maintain:
- a. hand tools
  - b. 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:
- a. identify the characteristics of the scissor-type MEWP used for accessing work
  - b. identify valid certification for maintenance, inspection and thorough examination
  - c. carry out function checks for accessing operation
  - d. prepare, set up and adjust for operational requirements
  - e. carry out pre-operational checks for obstructions, stability, and ground conditions affecting the work and surrounding area
  - f. identify and remain aware of the area of operation to include potential entrapment situations
  - g. use fall prevention equipment
  - h. check to avoid damage to structures and utilities service apparatus
- 8.6 describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- a. position and secure MEWP for accessing operations
  - b. recognise and determine when specific skills and knowledge are required and report accordingly
  - c. operate, manoeuvre, position, set down and secure
  - d. operate and travel on the public highway
  - e. shut down and secure the MEWP
  - f. 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:
- a. plant and machinery
  - b. hand tools
  - c. ancillary equipment
- used to access working areas.

## Unit 334      Preparing and operating scissor-type Mobile Elevating Work Platforms – MEWP – in the workplace

### Supporting information

#### Guidance

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment.

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.

Workplace evidence of skills cannot be simulated.

## Unit 362

# Slinging and hand signalling the movement of suspended loads in the workplace

UAN:	R/506/3929
Level:	2
Credit value:	10
GLH:	33
Unit aim	This unit aims to provide you with the necessary skills and knowledge to: <ul style="list-style-type: none"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting materials, components and equipment</li><li>• preparing for and slinging and signalling the movement of loads.</li></ul>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Interpret the given information relating to the preparation for and the slinging and signalling of loads.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 interpret and extract relevant information from:<ol style="list-style-type: none"><li>a. drawings</li><li>b. specifications</li><li>c. schedules</li><li>d. risk assessments</li><li>e. method statements (lift plans)</li><li>f. manufacturers' information</li></ol></li><li>1.2 comply with information and/or instructions derived from risk assessments and method statements</li><li>1.3 describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</li><li>1.4 describe different types of information, their source and how they are interpreted in relation to:<ol style="list-style-type: none"><li>a. drawings</li><li>b. specifications</li><li>c. schedules</li><li>d. method statements</li><li>e. manufacturers' information</li><li>f. risk assessments</li><li>g. lift plans</li><li>h. work instructions</li><li>i. manufacturers' information</li><li>j. approved procedures</li></ol></li></ol>

k. codes of practice.

<b>Learning outcome</b>
The learner will: 2. Organise with others the sequence and operation in which the slinging and signalling of loads is to be carried out.
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Know how to comply with relevant legislation and official guidance to carry out slinging and signalling of loads.
<b>Assessment criteria</b>
The learner can: 3.1 describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: a. in the workplace b. below ground level c. in confined spaces d. at height e. with tools and equipment f. with materials and substances g. with movement/storage of materials h. by manual handling and mechanical lifting 3.2 describe the organisational security procedures for: a. tools b. equipment c. personal belongings in relation to: a. site b. workplace c. company d. operative 3.3 explain what the accident reporting procedures are and who is responsible for making reports.

<b>Learning outcome</b>
The learner will: 4. Maintain safe and healthy working practices when preparing for and slinging and signalling loads.
<b>Assessment criteria</b>
The learner can: 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: a. safe use and storage of tools and equipment b. safe use, storage and handling of lifting accessories c. safe use of access equipment d. 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: a. collective protective measures b. Personal Protective Equipment (PPE) c. Respiratory Protective Equipment (RPE) d. 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: a. fires b. spillages c. injuries d. other task-related hazards.



<b>Learning outcome</b>
The learner will: 5. Select the required quantity and quality of resources to prepare for and when slinging and signalling loads.
<b>Assessment criteria</b>
The learner can: 5.1 select resources associated with slinging/signalling in relation to lifting accessories/aids, hand tools and ancillary equipment 5.2 describe the: a. characteristics b. quality c. uses d. sustainability e. limitations f. defects associated with the resources, and how they should be used correctly, relating to: a. lifting accessories b. signalling and communication equipment c. hand tools and ancillary equipment 5.3 describe how the resources should be used correctly, and how problems associated with the resources are reported 5.4 explain why the organisational procedures have been developed and how they are used for the selection of required resources 5.5 describe any potential hazards associated with the resources and method of work 5.6 describe how to identify: a. weight b. quantity c. length d. area associated with the method/procedures to carry out slinging/signalling.

<b>Learning outcome</b>
The learner will: 6. Minimise the risk of damage to the work and surrounding area when preparing to and slinging and signalling loads.
<b>Assessment criteria</b>
The learner can: 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 legislation 6.4 describe how to protect work from damage and the purpose of protection in relation to: a. general workplace activities b. other occupations c. adverse weather conditions 6.5 explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

<b>Learning outcome</b>
The learner will: 7. Complete the work within the allocated time when preparing to and slinging and signalling loads.
<b>Assessment criteria</b>
The learner can: 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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

<b>Learning outcome</b>
The learner will: 8. Comply with the given contract information to prepare to and sling and signal suspended loads for movement to the required specification.
<b>Assessment criteria</b>
The learner can: 8.1 demonstrate the following work skills when preparing to and slinging and signalling loads: <ul style="list-style-type: none"> <li>a. measuring</li> <li>b. gauging</li> <li>c. estimating</li> <li>d. calculating</li> <li>e. fitting</li> <li>f. fixing</li> <li>g. testing</li> <li>h. balancing</li> <li>i. interpreting</li> <li>j. inspecting</li> <li>k. judging</li> <li>l. explaining</li> <li>m. preparing</li> <li>n. indicating</li> <li>o. informing</li> <li>p. instructing</li> <li>q. signing</li> <li>r. positioning</li> <li>s. adjusting</li> <li>t. configuring</li> <li>u. moving</li> <li>v. securing</li> <li>w. signaling</li> <li>x. relaying</li> </ul> 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"> <li>a. balanced</li> <li>b. unbalanced</li> <li>c. loose</li> <li>d. bundled</li> <li>e. container</li> <li>f. drum</li> <li>g. a load where the machine operator cannot observe its full movement path</li> </ul> 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"> <li>a. balanced</li> <li>b. unbalanced</li> <li>c. loose</li> </ul>

- d. bundled
  - e. container
  - f. drum
  - g. 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:
- a. identify the differences between:
    - i. slinging and signaling
    - ii. directing and guiding movement of vehicles
    - iii. plant and machinery
    - iv. directing and guiding operations of plant and machinery not being used for lifting operations
  - b. confirm the authority, duties and responsibilities allocated
  - c. identify characteristics of lifting equipment and lifting accessories
  - d. identify and interpret valid certification for maintenance, inspection and thorough examination
- 8.7 describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- a. lift and transfer people
  - b. sling balanced, unbalanced, loose, live, bundled, container drum loads and loads that are blind to the equipment operator
  - c. communicate using hand signals, hand signalling equipment (lights, wands, fluorescent gloves, flags) and electronic communication equipment (loud hailers, radios)
  - d. confirm methods of communication
  - e. recognise blind-spots, potential crush zones and other limitations to driver visibility
  - f. consider the load characteristics including centre of gravity and lifting points to determine the method of slinging
  - g. determine and check the route of the load before and during the lift including distances, clearances and landing position
- 8.8 describe how to apply safe and healthy work practices, follow procedures, report problems and establish authority needed to rectify, to:
- a. select, handle, inspect and use (assemble, set up and adjust) lifting accessories and aids
  - b. identify rejection criteria for removing lifting accessories from service
  - c. recognise and determine when specific skills and knowledge are required and report accordingly
  - d. attach lifting accessories and sling loads securely
  - e. ensure balance and stability of loads
  - f. attach and use load guidance equipment (tag lines)
  - g. guide and place suspended loads by recognised methods of communication and agreed operational procedures
  - h. land and position loads safely and securely
  - i. remove and store lifting accessories

- j. use hand tools and ancillary equipment
- 8.9 describe the needs of other occupations and how to effectively communicate within a team when preparing to and slinging and signalling loads
- 8.10 describe how to maintain the:
  - a. lifting accessories
  - b. lifting aids
  - c. signalling and communication equipment used to sling and signal loads.

# Unit 362      Slinging and hand signalling the movement of suspended loads in the workplace

## Supporting information

### Guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of slinging and signalling the movement of loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

UAN:	F/503/1171
Level:	2
Credit value:	5
GLH:	17
Aim:	<p>The aim of this unit is to provide you with the skills and knowledge required to:</p> <ul style="list-style-type: none"> <li>• interpret information</li> <li>• adopt safe and healthy working practices</li> <li>• select aids or equipment to move, handle or store occupational resources</li> <li>• move, handle and store occupational resources to maintain useful condition.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Comply with given information when moving, handling and/or storing resources.</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation</li> <li>1.2 interpret the given information relating to the use and storage of lifting aids and equipment</li> <li>1.3 describe the different types of technical, product and regulatory information, their source and how they are interpreted</li> <li>1.4 state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented</li> <li>1.5 describe how to obtain information relating to using and storing lifting aids and equipment.</li> </ol>

<b>Learning outcome</b>
The learner will: 2. Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.
<b>Assessment criteria</b>
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>a. in the workplace</li> <li>b. in confined spaces</li> <li>c. below ground level</li> <li>d. at height</li> <li>e. with tools and equipment</li> <li>f. with materials and substances</li> <li>g. with movement/storage of materials</li> <li>h. by manual handling and mechanical lifting</li> </ul> 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> <li>a. tools</li> <li>b. equipment</li> <li>c. personal belongings</li> </ul> in relation to: <ul style="list-style-type: none"> <li>i. site</li> <li>ii. workplace</li> <li>iii. company</li> <li>iv. operative</li> </ul> 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.

<b>Learning outcome</b>
The learner will: 3. Maintain safe working practices when moving, handling and/or storing resources.
<b>Assessment criteria</b>
The learner can: 3.1 use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources 3.2 use lifting aids safely as appropriate to the work 3.3 protect the environment in accordance with safe working practices as appropriate to the work



- 3.4 explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to:
  - a. collective protective measures
  - b. Personal Protective Equipment (PPE)
  - c. Respiratory Protective Equipment (RPE)
  - d. 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.

<b>Learning outcome</b>
The learner will:
4. Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.
<b>Assessment criteria</b>
The learner can:
4.1 select the relevant resources to be moved, handled and/or stored, associated with own work
4.2 describe the: <ul style="list-style-type: none"> <li>a. characteristics</li> <li>b. quality</li> <li>c. uses</li> <li>d. sustainability</li> <li>e. limitations</li> <li>f. defects</li> </ul> associated with the occupational resources in relation to: <ul style="list-style-type: none"> <li>i. lifting and handling aids</li> <li>ii. container(s)</li> <li>iii. fixing, holding and securing systems</li> </ul>
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.

<b>Learning outcome</b>
The learner will: 5. Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.
<b>Assessment criteria</b>
The learner can: 5.1 protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures 5.2 dispose of waste and packaging in accordance with legislation 5.3 maintain a clean work space when moving, handling or storing resources 5.4 describe how to protect work from damage and the purpose of protection in relation to: a. general workplace activities b. other occupations c. adverse weather conditions 5.5 explain why the disposal of waste should be carried out safely in accordance with: a. environmental responsibilities b. organisational procedures c. manufacturers' information d. statutory regulations e. official guidance.

<b>Learning outcome</b>
The learner will: 6. Complete the work within the allocated time when moving, handling and/or storing resources.
<b>Assessment criteria</b>
The learner can: 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: a. progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

**Learning outcome**

The learner will:

7. Comply with the given occupational resource information to move, handle and/or store resources to the required guidance.

**Assessment criteria**

The learner can:

- 7.1 demonstrate the following work skills when moving, handling and/or storing occupational resources:
  - a. moving
  - b. positioning
  - c. storing
  - d. 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:
  - a. sheet material
  - b. loose material
  - c. bagged or wrapped material
  - d. fragile material
  - e. tools and equipment
  - f. components
  - g. liquids
- 7.3 describe how to apply:
  - a. safe work practices
  - b. follow procedures
  - c. report problems and establish the authority needed to rectify themwhen moving, handling and/or storing occupational resources
- 7.4 describe the needs of other occupations when moving, handling and/or storing resources.

# Unit 608      Moving, handling and storing resources in the workplace

## Supporting information

### Guidance

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment.

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.

Workplace evidence of skills cannot be simulated.

## Unit 735

# Fabricating and maintaining timber and proprietary formwork systems in the workplace

UAN:	A/600/6814
Level:	2
Credit value:	15
GLH:	50

<b>Learning outcome</b>
The learner will: 1. Interpret the given information relating to the work and resources when fabricating and maintaining timber and proprietary formwork systems.
<b>Assessment criteria</b>
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. method statements d. schedules e. 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: a. drawings b. specifications c. method statements d. schedules e. manufacturers' and suppliers' information f. current regulations.

<b>Learning outcome</b>
The learner will: 2. Know how to comply with relevant legislation and official guidance when fabricating and maintaining timber and proprietary formwork systems.
<b>Assessment criteria</b>
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>a. in the workplace</li> <li>b. below ground level</li> <li>c. at height</li> <li>d. in confined spaces</li> <li>e. with tools and equipment</li> <li>f. with materials and substances</li> <li>g. with movement/storage of materials</li> <li>h. by manual handling and mechanical lifting</li> </ul> 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> <li>a. tools</li> <li>b. equipment</li> <li>c. personal belongings</li> </ul> in relation to <ul style="list-style-type: none"> <li>i. site</li> <li>ii. workplace</li> <li>iii. company</li> <li>iv. operative</li> </ul> 2.3 state what the accident reporting procedures are and who is responsible for making reports.

<b>Learning outcome</b>
The learner will: 3. Maintain safe working practices when fabricating and maintaining timber and proprietary formwork systems.
<b>Assessment criteria</b>
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when fabricating and maintaining timber and proprietary formwork systems 3.2 explain why and when Personal Protective Equipment (PPE) should be used, relating to fabricating and maintaining timber and proprietary formwork systems, and the: <ul style="list-style-type: none"> <li>a. types</li> <li>b. purpose</li> <li>c. limitations of each type</li> </ul> 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> <li>a. fires</li> <li>b. spillages</li> </ul>

- c. injuries
- d. other task-related hazards.

### Learning outcome

The learner will:

- 4. Select the required quantity and quality of resources for the methods of work to fabricate and maintain timber and proprietary formwork systems.

### Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
  - a. timber, timber sheets and non-timber based sheet material
  - b. proprietary formwork and associated items
  - c. tie systems
  - d. soldiers and walings
  - e. protective coatings
  - f. fixtures and fittings
  - g. access equipment
  - h. hand powered tools
  - i. equipment
- 4.2 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. 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:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to fabricate and maintain timber and proprietary formwork systems.

<b>Learning outcome</b>
The learner will: 5. Minimise the risk of damage to the work and surrounding area when fabricating and maintaining timber and proprietary formwork systems.
<b>Assessment criteria</b>
The learner can: 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: a. general workplace activities b. other occupations c. 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.

<b>Learning outcome</b>
The learner will: 6. Complete the work within the allocated time when fabricating and maintaining timber and proprietary formwork systems.
<b>Assessment criteria</b>
The learner can: 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: a. types of progress charts, timetables and estimated times b. organisational procedures for reporting circumstances which will affect the work programme.

<b>Learning outcome</b>
The learner will: 7. Comply with the given contract information to fabricate and maintain timber and proprietary formwork systems to the required specification.
<b>Assessment criteria</b>
The learner can: 7.1 demonstrate the following work skills when fabricating and maintaining timber and proprietary formwork systems: a. measuring b. marking out c. cutting d. positioning



- e. securing
  - f. finishing
  - g. removing
  - h. storing
- 7.2 fabricate and maintain timber formwork systems to given working instructions:
- a. panels
  - b. make ups
  - c. box-outs
  - d. stop ends
  - e. bolt boxes
- 7.3 assemble and maintain proprietary formwork systems to given working instructions with the addition of the following fabrications:
- a. proprietary panels
  - b. make ups
  - c. box-outs
  - d. stop ends
  - e. bolt boxes
- 7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- a. fabricate formwork systems for columns, walls, beams, soffits, kickers and pre-cast units
  - b. maintain formwork systems for columns, walls, beams, soffits, kickers and pre-cast units
  - c. position and attach soldiers and walings
  - d. construct make ups, box-outs, bolt boxes and stop ends
  - e. position and secure tie systems
  - f. apply protective coatings
  - g. recognise when formwork needs repair
  - h. attach safe lifting provision
  - i. lift and move fabricated timber and proprietary formwork
  - j. use hand tools, power tools and equipment
  - k. work at height
  - l. use access equipment
- 7.5 safely use and store hand tools, portable power tools and ancillary equipment
- 7.6 state the needs of other occupations and how to communicate within a team when fabricating and maintaining timber and proprietary formwork
- 7.7 describe how to maintain the tools and equipment used when fabricating and maintaining timber and proprietary formwork.

# Unit 735      Fabricating and maintaining timber and proprietary formwork systems in the workplace

## Supporting information

### Guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of slinging and signalling the movement of loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

## Unit 736

## Erecting and striking timber and proprietary formwork in the workplace

UAN:	D/600/6143
Level:	2
Credit value:	18
GLH:	60

<b>Learning outcome</b>
The learner will: 1. Interpret the given information relating to the work and resources when erecting and striking timber and proprietary formwork.
<b>Assessment criteria</b>
The learner can: 1.1 interpret and extract information from: a. drawings b. specifications c. method statements d. schedules e. 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: a. drawings b. specifications c. method statements d. schedules e. manufacturers' and suppliers' information.

<b>Learning outcome</b>
The learner will: 2. Know how to comply with relevant legislation and official guidance when erecting and striking timber and proprietary formwork.
<b>Assessment criteria</b>
The learner can: 2.1 describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> <li>a. in the workplace</li> <li>b. below ground level</li> <li>c. at height</li> <li>d. in confined spaces</li> <li>e. with tools and equipment</li> <li>f. with materials and substances</li> <li>g. with movement/storage of materials</li> <li>h. by manual handling and mechanical lifting</li> </ul> 2.2 describe the organisational security procedures for: <ul style="list-style-type: none"> <li>a. tools</li> <li>b. equipment</li> <li>c. personal belongings</li> </ul> in relation to <ul style="list-style-type: none"> <li>i. site</li> <li>ii. workplace</li> <li>iii. company</li> <li>iv. operative</li> </ul> 2.3 state what the accident reporting procedures are and who is responsible for making reports.

<b>Learning outcome</b>
The learner will: 3. Maintain safe working practices when erecting and striking timber and proprietary formwork.
<b>Assessment criteria</b>
The learner can: 3.1 use Personal Protective Equipment (PPE) and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when erecting and striking timber and proprietary formwork 3.2 explain why and when Personal Protective Equipment (PPE), relating to erecting and striking timber and proprietary formwork, should be used and the: <ul style="list-style-type: none"> <li>a. types</li> <li>b. purpose</li> <li>c. limitations of each type</li> </ul> 3.3 state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with: <ul style="list-style-type: none"> <li>a. fires</li> </ul>

- b. spillages
- c. injuries
- d. other task-related hazards.

### Learning outcome

The learner will:

- 4. Select the required quantity and quality of resources for the methods of work to erect and strike timber and proprietary formwork.

### Assessment criteria

The learner can:

- 4.1 describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
  - a. timber, timber sheets and non-timber based sheet material
  - b. proprietary formwork and associated items
  - c. tie systems
  - d. soldiers and walings
  - e. protective coatings
  - f. fixtures and fittings
  - g. access equipment
  - h. hand powered tools
  - i. equipment
- 4.2 select resources associated with own work in relation to:
  - a. materials
  - b. components
  - c. fixings
  - d. tools
  - e. 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 identify hazards associated with the resources and method of work
- 4.5 explain how to calculate:
  - a. quantity
  - b. length
  - c. area
  - d. wastageassociated with the method/procedure to erect and strike timber and proprietary formwork.

<b>Learning outcome</b>
The learner will: 5. Minimise the risk of damage to the work and surrounding area when erecting and striking timber and proprietary formwork.
<b>Assessment criteria</b>
The learner can: 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: a. general workplace activities b. other occupations c. 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.

<b>Learning outcome</b>
The learner will: 6. Complete the work within the allocated time when erecting and striking timber and proprietary formwork.
<b>Assessment criteria</b>
The learner can: 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: c. types of progress charts, timetables and estimated times d. organisational procedures for reporting circumstances which will affect the work programme.

<b>Learning outcome</b>
The learner will: 7. Comply with the given contract information to erect and strike timber and proprietary formwork to the required specification.
<b>Assessment criteria</b>
The learner can: 7.1 demonstrate the following work skills when erecting and striking timber and proprietary formwork: a. measuring b. marking out c. cutting d. positioning e. securing f. finishing g. removing h. storing 7.2 erect and strike timber formwork to given working instructions for at least two of the following: a. walls b. columns c. beams d. soffits e. bases 7.3 erect and strike proprietary formwork systems to given working instructions for at least one of the following: a. climbing b. jumping c. slip form d. panel systems e. soldiers and/or walings

- 7.4 describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
- a. erect and strike formwork for walls, columns, beams, soffits, bases, kickers, stop ends and pre-cast units
  - b. erect and strike proprietary climbing, jumping, slip form and panel systems
  - c. attach and remove soldiers and walings
  - d. attach and remove safe lifting provision
  - e. position and strike box outs and bolt boxes, grout checks, level controls, angle fillets and features
  - f. position, secure and remove tie systems
  - g. apply release agents
  - h. identify differences in concrete pressure
  - i. use hand tools, power tools and equipment
  - j. work at height
  - k. use access equipment
- 7.5 safely use and store:
- a. hand tools
  - b. portable power tools
  - c. ancillary equipment
- 7.6 state the needs of other occupations and how to communicate within a team when erecting and striking timber and proprietary formwork
- 7.7 describe how to maintain the tools and equipment used to erect and strike timber and proprietary formwork.



# Unit 736 Erecting and striking timber and proprietary formwork in the workplace

## Supporting information

### Guidance

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ in RQF
- the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional Units and Qualifications with NVQ in the Regulated Qualification Framework (RQF) title and SVQs.

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of slinging and signalling the movement of loads to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.



## 6 Relationships to other qualifications

### Literacy, language, numeracy and ICT skills development

This [these] qualification[s] can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

*Centre Manual - Supporting Customer Excellence* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

*Our Quality Assurance Requirements* encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

*Access to Assessment & Qualifications* provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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## Useful contacts

<b>UK learners</b> General qualification information	E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
<b>International learners</b> General qualification information	E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	

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[feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)



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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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