

Skills Proficiency awards in Scaffolding

**City &
Guilds**

Skills Proficiency Certificate 3529

Syllabus

Assessments

Programme guidance notes

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Skills Proficiency awards in Scaffolding

About City & Guilds

We provide assessment and certification services for schools and colleges, business and industry, trade associations and government agencies in nearly 100 countries. We have over 125 years of experience in identifying training needs, developing assessment materials, carrying out assessments and training assessment staff. We award certificates to people who have shown they have mastered skills that are based on world-class standards set by industry. City & Guilds International provides a service to customers around the world who need quality assessments and certification.

Introduction to this programme

We have designed the Skills Proficiency awards to provide a broad introduction to essential practical skills for those undergoing training or employed in these areas of work.

We do not say the amount of time a candidate would need to carry out the programme. We award certificates and diplomas for gaining and showing skills by whatever mode of study, and not for periods of time spent in study.

About this booklet

This booklet is designed to be used by:

- Candidates
- Instructors
- Assessors
- Verifiers
- Centre co-ordinators
- Employers

It provides all the information required to understand and take part in the Skills Proficiency awards, and conduct suitable training and assessment in accordance with City & Guilds' regulations, policy and practice.

How to offer this programme

To offer these awards you must get approval from us.

There are two categories of approval.

Qualification approval

We give approval to offer a training and assessment course based on this syllabus.

Examination centre approval

We give approval to enter candidates for practical assessments.

To be approved by us to offer a training and assessment course you must send a completed application to your local City & Guilds office.

To enter candidates for assessment you must be approved by us.

Approved centres must provide suitable facilities for taking practical assessments, secure places to keep assessment materials, and will have an appointed external verifier to review practical work.

After we have received and accepted an application, we will send an approval letter confirming this.

Please note that in this section we have provided an overview of centre approval procedures. Please refer to the current issue of 'Delivering International Qualifications – Centre Guide' for full details of these procedures.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval to conduct City & Guilds programmes, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Numbering system

We use a numbering system to allow entries to be made for our awards.

To carry out what is needed for the Skills Proficiency awards in Basic Scaffolding, candidates must be successful in the following assessment:

3529-14-101 Proficiency in Scaffolding

We use these numbers throughout this booklet. You must use these numbers correctly if you send forms to us.

Making entries for assessments

Candidates must enter through an assessment centre we have approved to carry out the assessments for Skills Proficiency awards.

There are two ways of entering candidates for assessments.

Internal candidates

Candidates can enter for assessments if they are taking or have already finished a course at a school, college or similar training institution that has directed their preparation, whether by going to a training centre, working with another institution, or by open-learning methods.

External candidates

These are candidates who have not finished a programme as described above. To be eligible for assessment external candidates must be able to provide suitable evidence of previous training or work experience through which the required competencies have been demonstrated on more than one occasion in the past. The assessment centres must receive their application for assessment well before the date of the assessment concerned. This allows them to act on any advice you give about assessment arrangements or any further preparation needed.

External candidates must meet all the requirements for the assessment.

In this publication we use the term 'centre' to mean a school, college, place of work or other institution.

Submitting results to City & Guilds

Successful candidates entering for the Skills Proficiency awards will receive a 'Notification of Candidate Results' giving details of how they performed.

We grade practical assessments as pass (P) or not yet competent (X).

If candidates successfully finish all the requirements for the Skills Proficiency award at a specific level, they will receive the appropriate certificate.

We will send the 'Notification of Candidate Results', and certificates to the assessment centre to be awarded to successful candidates. It is your responsibility to give the candidates the certificates. If candidates have a question about the results and certificates, they must contact you. You may then contact us if necessary.

We will also send you a results list showing how all candidates performed.

Roles and responsibilities

This section gives details of the requirements and responsibilities of each role involved in the assessment, verification and examinations processes. Centres should identify members of staff to fulfill these roles.

Please refer to 'Delivering International Qualifications – Centre Guide' for more information.

Programme coordinator

The person in the training centre responsible for ensuring that:

- printouts sent by City & Guilds are correct
- results are sent to City & Guilds in accordance with specified procedures
- all interested parties are notified of assessment dates well in advance
- candidates and centre staff fully understand their role and responsibilities
- facilities and equipment are available so that assessments can be conducted in accordance with City & Guilds requirements
- documents received from City & Guilds are securely stored
- results and/or certificates are properly issued to candidates at the centre
- monitoring the work of assessors.

Assessor

The primary role of an assessor is to assess candidates' performance and related knowledge in a range of tasks and to ensure that the competence/knowledge demonstrated meets the requirements of the programme. Assessors will therefore need to have occupational experience in the vocational area to be assessed.

They will also need to be familiar with the candidates whom they are assessing; so assessors are likely to be the candidates' own instructors, who are best able to decide when individuals are able to perform competently, and therefore are ready to be formally assessed for the award.

Assessors are responsible for:

- agreeing an assessment plan with each candidate
- briefing candidates on the assessment process
- following assessment guidance provided
- observing candidates' performance and/or conducting other forms of assessment
- recording all questions used and answers given for the purposes of meeting the evidence requirements
- justifying the evidence and making assessment decisions against the standards
- providing candidates with prompt, accurate and constructive feedback
- maintaining records of candidates' achievement
- confirming that candidates have demonstrated competence/knowledge and completing the required documentation
- keeping themselves up to date with City & Guilds publications relating to quality assurance
- agreeing new assessment plans with candidates where further evidence is required
- making themselves available for discussion with the external verifier.

Candidate

Candidates are those individuals who are working towards a qualification at a centre approved by City & Guilds.

Candidates are responsible for:

- confirming to assessors that they understand the requirements of the programme
- confirming to assessors that they understand the relationship between the requirements and the tasks they need to perform to demonstrate competence and/or related knowledge
- discussing and agreeing assessment plans with their assessors
- identifying possible sources of evidence
- maintaining and presenting evidence in a well organised way
- ensuring that the evidence is adequate to present for assessment
- making themselves available for assessment and to discuss their evidence.

External verifier

External verifiers are appointed by City & Guilds for specific programmes to ensure that all assessments undertaken within City & Guilds centres are fair, valid, consistent and meet the requirements of the programme.

External verifiers are responsible for:

- making approval visits/recommendations (where necessary) to confirm organisations can satisfy the approval criteria
- helping centres to develop internal assessment and evidence evaluation systems that are fair, reliable, accessible and non-discriminatory
- monitoring internal quality assurance systems and sampling, including by direct observation, assessment activities, methods and records
- checking claims for certification to ensure they are authentic, valid and supported by auditable records
- acting as a source of advice and support, including help with the interpretation of standards promoting best practice
- providing prompt, accurate and constructive feedback to all relevant parties on the operation of centres' assessment systems
- confirming that centres have implemented any corrective actions required
- reporting back to city & guilds
- maintaining records of centre visits and making these available for auditing purposes.

Quality inspector/auditor

Quality inspectors or auditors are appointed by City & Guilds to ensure that centres comply with our centre approval criteria. Their responsibilities relate to systems and quality assurance rather than specific assessment requirements.

Quality inspectors or auditors are responsible for:

- conducting inspection or audit trails to ensure centres comply with City & Guilds centre approval criteria
- making approval visits/recommendations (where appropriate) to confirm that potential centres satisfy/will be able to satisfy the centre approval criteria
- providing prompt, accurate and constructive feedback to all relevant parties
- providing advice to centres on internal quality arrangements
- reporting back to City & Guilds
- maintaining records of centre visits and making these available for auditing purposes.

Designing courses of study

Candidates for the Skills Proficiency awards will have come from different backgrounds and will have different employment and training experiences.

We recommend the following:

- carry out an assessment of the candidates' achievements so you can see what learning they already have; and
- consider what learning methods and places will best suit them.

When you assess a candidate's needs, you should design training programmes that consider:

- has the candidate completed any previous education, training or qualifications?
- does the candidate have any previous practical experience which is relevant to the aims of the programme and from which they may have learned the relevant skills and knowledge?

As long as the candidates meet the aims of this learning programme the structure of the course of training is up to you. So, it is possible to include extra topics that meet local needs.

Practical work must be carefully planned both to illustrate the application of theory and to provide exercises of skill. The maximum opportunity must be provided for workshop practice and demonstrations. As far as possible, candidates must be able to apply their theoretical knowledge to practical work within a realistic work environment. Candidates should keep records of the practical work they do so they can refer to it at a later date.

Resources

If you want to use these qualifications as the basis for a course, you must read this booklet and make sure that you have the staff and equipment to meet all the requirements. If there are no facilities for realistic practical work, we strongly recommend that you develop links with local industry to provide opportunities for hands-on experience.

Presentation format of syllabus

Practical competences

Each unit starts with a section on practical competences which shows the practical skills candidates must have.

At times we give more detail about important words in each 'competence statement'.

For example:

1.2 Apply good housekeeping **practices** at all times.

Practices: clean/tidy work areas, removal/disposal of waste products, protect surfaces

In the above statement the word 'practices' is given as a range which the candidate should be familiar with. If a range starts with the abbreviation 'eg' the candidates only need to cover some of the ranged areas or you can use suitable alternatives.

The end of each unit contains practical assessments which deal with the practical competences. Candidates must carry out the practical assessments either in a real or a simulated work environment.

Carry out assessments

The practical assessments for these awards may be carried out during the learning programme, but they may also take place during a special assessment period once training has been completed.

We describe these assessments as 'free date' because they are carried out at a college or other training establishment on a date or over a period which the college chooses.

Assessments must be carried out in accordance with the requirements described in 'Delivering International Qualifications – Centre Guide'. Assessors/instructors should familiarise themselves with the **Guide to the assessment of practical skills** contained in this booklet.

Practical assessments

The practical assessments for the Skills Proficiency awards are derived from the practical competences.

The **competence checklist** (tick boxes) serves as the marking criteria for these assessments and should be used by the assessor/instructor to record the outcome of each candidate's performance.

The competence checklist is a list of activities or performance outcomes that a candidate must be seen to be able to do in order to be considered competent in the tasks being assessed for these awards. The checklists are written in the same way, so that for each competence statement it is possible to say either:

'Yes, the candidate successfully carried out this activity' or

'No, the candidate has not yet achieved this standard.'

The use of local legislation, tools, equipment and practices is allowed within the specifications of the 'range' supporting each practical competence statement. The results of the assessment must be documented and available for audit by the external verifier.

All assessments must be successfully completed.

All assessments must be completed in the context of one specific job role in which the candidate is working, or for which the candidate is being trained. The context must be stated on each candidate's assessment record.

The competence checklists in this publication must be photocopied and must be completed for every candidate.

The practical assessments for these awards are not suitable for entirely classroom-based teaching. Candidates must demonstrate competence in a **realistic work environment**.

This may be:

- the workplace in which the candidate is undertaking training
- a simulated work environment.

A simulated work environment is an area such as a training room specifically designed to replicate the work place as closely as possible. A classroom is unsuitable as a simulated work environment.

A candidate transferring from a realistic work environment to a real workplace should perceive no difference.

Candidates may demonstrate competence in a combination of real and simulated situations.

Candidates must be able to show that they can perform the required tasks to the standards that would be expected if they were actually working in industry. This will include factors such as the time taken to complete the tasks and the quality of any products produced. In addition to demonstrating practical skills, candidates will have to show that they can cope with psychological and environmental conditions of real work, eg pressures and consequences of producing products for customers, working with other people, planning and organising work, following procedures, and dealing with variations and problems that may occur in performing the specified tasks.

Candidates undertaking practical activities for the purposes of assessment must, at all times, be under the supervision of a competent and qualified supervisor.

Preparation, supervision and marking

It is essential that the instructor ensures all necessary preparations are carried out.

This will involve ensuring:

- the candidate is ready to demonstrate his or her practical skills
- every candidate understands what is involved
- any necessary materials, tools or equipment are available for the assessment.

Assessment of the practical performance is determined on outcomes as defined by the practical competences. The candidate must be successful in all competences included in the checklist before it can be 'signed off' and its results transferred to the summative record.

All practical assessments should be supervised and instructors should make sure that the results reflect the candidate's own performance. Separate records must be kept of the dates of all attempts by each candidate.

The candidate should be informed of the result as soon as possible. If he/she does not meet the standard of 'competent' in any of the practical requirements, the decision of either immediate resit or further practice must be taken.

Assessment of underpinning knowledge

The knowledge requirements in this programme are tested by asking questions at the end of the practical assessment to verify that the candidate understands the reasons why a particular activity has been performed.

The programme coordinator must arrange in advance with their local City & Guilds office to obtain the underpinning knowledge questions and candidate record sheets required for conducting the oral assessment. He/she is responsible for ensuring that all oral questioning materials are kept securely and the assessments conducted in accordance with City & Guilds requirements.

Oral questioning must not be conducted during an activity. The person carrying out the assessment of practical competences is responsible for asking questions about underpinning knowledge and recording the candidate's responses on the relevant form. The candidate response record forms must be available for review by the external verifier.

The underpinning knowledge questions may be asked in any language that is understood by both candidate and assessor. The centre must ensure that the external verifier is provided with translations of questions asked, as well as candidate responses, if he/she does not speak the language in which questioning was conducted.

Please refer to the section **Oral questioning** in the **Guide to the assessment of practical skills** contained in this booklet.

Records, results and certification

When all the required assessments have been achieved, the result must be entered onto **Form S** which must be countersigned by the external verifier and sent to City & Guilds.

You must keep all assessment documentation and material in a file for each candidate until the results have been agreed by the external verifier and until confirmation of the result has been received from City & Guilds. You must hold all the evidence for a minimum of six months and candidate records for a minimum of three years.

After results have been confirmed, copies of assessment documentation other than Form S may be returned to candidates.

The operation of this programme requires the appointment of an external verifier. The external verifier must countersign the results of the practical assessments on Form S.

The external verifier should also be able to inspect records and candidates' work to verify the results before submission.

Health and safety

All work must be carried out in a safe and efficient manner, and safety must be inherent in the candidate's approach to the practical assessments.

Centres must ensure that due attention is paid to safety and safe working practices during **all** practical assessments.

It is expected that the assessor will intervene if a candidate is acting in a dangerous manner, explaining to the candidate the reason for stopping the assessment.

Candidates should not be allowed to continue with the test if acting in an unsafe manner.

Equal opportunities

We are committed to giving everyone who wants to gain one of our awards an equal opportunity of achieving it. We support equal opportunities in education, training and employment, and will take positive action to:

- promote practice and procedures in our centres that give equal opportunities to everybody, regardless of their culture, sex, ability, disability, age, ethnic background, nationality, religion, sexual orientation (sexuality), marital status, employment status or social class
- work towards removing all practice and procedures that discriminate unfairly (directly or indirectly)
- widen access to our awards to include people who are under-represented
- set the awards standards according to equal opportunities best practice.

We will make sure that our centres use an equal opportunities policy that works together with ours, and that they maintain an effective appeals procedure.

We will expect centres to tell candidates how to find and use their own equal opportunities policy and appeals procedure.

Progression routes and recognition

We have a range of related qualifications for onward progression. These include relevant International Vocational Qualifications listed in the City & Guilds International Handbook.

Candidates achieving this Skills Proficiency award at Skills Proficiency Certificate level will be eligible to apply for assessment in relevant units within 6161 IVQ in Construction Industry at Certificate level.

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Syllabus

Skills Proficiency awards in Scaffolding

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Skills Proficiency Certificate

Introduction

The aim of this module is to enable the candidate to:

- a. maintain safe working conditions
- b. adopt safe procedures for themselves and others
- c. maintain and sharpen tools
- d. select and use tools in a correct and safe manner
- e. interpret construction drawings of scaffolding
- f. develop basic scaffolding erection and dismantling techniques.

The use of national/local regulations and working practices must be included in all practical competences.

Practical competences

Learning Outcome 1: The candidate will be able to follow safe working practices and conditions

The candidate must be able to do the following:

1.1 Carry out safe working practices to prevent **hazards** and to ensure the safety of working personnel and members of the public

Hazards: excavations, obstructions, wet concrete, absence of warning notices

1.2 Inspect for **faults, set up** and safely use steps and ladders in general use

Faults: metal components (corrosion), timber components (deterioration, splits, cracks) Plywood components (deterioration, splits, cracks), Scaffold components (check welds, cracks, splits, accumulation of dirt, concrete)

Set up: firm/level base, clip/lash down

1.3 Set up safety **barriers** around scaffold platforms to protect working personnel and members of the public

Barriers: security tape, barrier material (timber, metal, plastic), safety/warning (signs, lights)

1.4 Select and use protective **clothing** and safety **equipment** for specific **tasks**

Equipment/clothing: overalls, gloves, eye protection, face mask, ear defenders/plugs, safety boots, safety helmet (hard hat), safety belt/harness, reflective or high visibility clothing, high intensity torch, insulated rubber mats, insulated tools, caution boards

Tasks: erection of scaffoldings, dismantling of scaffoldings, working with dangerous substances

1.5 **Use** and store **materials** in a safe manner.

Use: eg following manufacturers' instructions

Materials: Ropes, gin wheel, steel plates, cleaning fluids, pallets, waterproofing agents, structural steel, lubricants, insulating materials, Tubular steel, Aluminum alloy, timber, couplers, scaffold boards, props, anchors, ties, beams, ladders and components

Materials for frame: Base plates, braces, platforms, ladders, guardrails, brackets, ties, screw jacks, coupling devices, nails, other fittings

Materials for tubular: Mudsills, platforms, guardrails, pipe, wedges, bolts, clamps and coupler (right angle, end to end, swivel, parallel, tie), bracing, ledgers, transoms, standards, tie-ins, putlog end, Toe board clip, plain base plate spigot, caster wheels with steel or rubber tyred wheel , adjustable base plate fixed swivel, sleeve, expanding joint pin spigot, adjustable reveal pin.

Materials for modular: Mudsills, platforms, guardrails, starter collars, ledgers, transoms, braces, other fittings

Store: Safe loading-unloading practices, stacking, racking, interlocking, blocking, labeling

Learning Outcome 2: The candidate will be able to maintain and use tools safely

The candidate must be able to do the following:

2.1 Sharpen, set and top hand saws

2.2 Sharpen and hone chisels and plane blades

2.3 Assemble hand **planes** ready for use.

Planes: eg rebate, plough, block, bull

2.4 **Cut** timber, plywood, **materials** by hand using the correct **tools**.

Cut: eg marking, measurement

Materials: eg pipes, couplers, system form work components, timber, plywood consumables

Tools: eg hammer, chisel, bolster, masonry hand saw, guillotine, hydraulic cutter, scribe/tile cutter, hacksaw, , try square, combination square, marking gauge, marking knife, compasses, tape measure, rule/ruler

2.5 Select, use, clean and store **hand tools** to construct, erect and dismantle scaffolding.

Hand tools: eg ratchet, spanner, wrench, hoist, level, saws, plane, chisels (bevel edge, firmer, mortise), hammer, screw drivers (slotted, cross head), brace and bit

2.6 Select, use, clean and store portable **power tools**.

Power tools: sander, saw, drill, air stapler, angle grinder, portable power planer, power saw, drilling machine

2.7 Cut a chase and a pipe hole in a brick or block wall using hand **tools**.

Tools: eg hammer, chisel, comb chisel

2.8 Identify different **materials** and **tools** used for erecting basic scaffolding

Materials: Ropes, gin wheel, steel plates, cleaning fluids, pallets, waterproofing agents, structural steel, lubricants, insulating materials, Tubular steel, Aluminum alloy, timber, couplers, scaffold boards, props, anchors, ties, beams, ladders and components

Materials for frame: Base plates, braces, platforms, ladders, guardrails, brackets, ties, screw jacks, coupling devices, nails, other fittings

Materials for tubular: Mudsills, platforms, guardrails, pipe, wedges, bolts, clamps and coupler (right angle, end to end, swivel, parallel, tie), bracing, ledgers, transoms, standards, tie-ins, putlog end, Toe board clip, plain base plate spigot, caster wheels with

steel or rubber tyred wheel , adjustable base plate fixed swivel, sleeve, expanding joint pin spigot, adjustable reveal pin.

Materials for modular: Mudsills, platforms, guardrails, starter collars, ledgers, transoms, braces, other fittings

Tools: hammer, chisel, bolster, hand saw, guillotine, hydraulic cutter, scribe, power tools, try square, combination square, marking gauge, marking knife, compasses, tape measure, rule/ruler, ratchet, spanner, wrench, hoist, level, saws, plane, chisels (bevel edge, firmer, mortise), hammer, screw drivers (slotted, cross head), brace and bit

Power tools: sander, saw, drill, air stapler, angle grinder, portable power planer, power saw, drilling machine

Learning Outcome 3: The candidate will be able to erect and dismantle basic scaffolding safely

The candidate must be able to do the following:

3.1 Interpret **information** provided in scaffolding drawings

Information: Measurements, scales, specifications and abbreviations, types and components, estimation of materials, base and height ratio

3.2 Mark out the area to erect scaffold as per the drawing

3.3 Check the stability of the ground/foundation/base on which scaffold will be erected

3.4 Check different materials and tools required for erecting scaffolding

3.5 Safely erect **basic scaffolding** in compliance with industry standards

Basic scaffolding: Independent scaffolding (Frame, Tubular, Modular)

Static and mobile tower (Frame, Tubular, Modular)

Putlog (Frame, Tubular, Modular)

Birdcage (Frame, Tubular, Modular)

3.6 Select different **tools** required for dismantling scaffolding components carefully without damage

Tools: Hammer, chisel, power tools, ratchet, wrench, spanner, hoist, screw driver, plier, wire cutters, Personal safety equipment

3.7 **Safely dismantle** basic scaffolds

Safely dismantle: Remove materials / components in appropriate sequence, good housekeeping (nails pulled, area clean), clean and stack materials neatly for future use

Knowledge requirements

Oral questioning should be used to provide evidence of the candidate's knowledge of:

Learning Outcome 4: The candidate will understand safe working practices in the workplace

The candidate must be able to do the following:

4.1 Describe the **Duties and responsibilities** of competent scaffolders as per industry standards.

Duties and responsibilities: Follow health and safety practices, select appropriate tools and equipment, maintain and store different tools and equipment, assemble, erect and dismantle scaffold as per the requirement

4.2 State **methods** of hazard prevention.

Methods: warning notices on partly dismantled scaffolds and scaffolds under erection, Inspection of scaffolds, barriers

4.3 Describe the **safe use** of simple **scaffold platforms**

Safe use: manufacturers' instructions, nationally/locally applied regulations

Scaffold platforms: basic scaffolding (Frame, Tubular & Modular): Independent, static and mobile tower, putlog and birdcage

4.4 Describe **faults**, possible **hazards** and **dangerous practices** when using ladders, scaffolds, gangways, hand rails, steps.

Faults: metal components (corrosion), timber components (deterioration, splits, cracks), checking welds, cracks, splits, accumulation of dirt, concrete

Hazards: base fixing/stabilizing, clip/lash at platform level, clear space around base, electrical hazards, live power lines, traffic, machinery with moving parts, poor foundation for scaffold, damaged scaffold components, overloading of base frames not sufficiently braced or supported, scaffold components, falling objects from crane or forklift, falling from heights, slips and trips, collapse of scaffold due to instability, improper tie-backs and used of sub-standard materials

Dangerous practices: Not using appropriate PPE, not following user manual instructions

4.5 Describe the **purpose** and use of **barriers** and **warning signs/lights** to protect working personnel and members of the public from accidents.

Purpose: Segregation of different work activities, segregation of work from members of the public, warn public and workers of danger zones

Barriers: Security tape, barrier material (timber, metal, plastic),

Warning signs/lights: Warning notices, safety signs lights on toe-boards and handrails.

4.6 Describe the **purpose** of using protective **clothing** and safety **equipment**.

Purpose: handling corrosive/heavy materials, cutting bricks/stones/blocks, using power tools, protecting feet from heavy objects, working below other workers or machines, working with dangerous substances

Equipment/clothing: Overalls, gloves, eye protection, face mask, ear defenders/plugs, safety boots, safety helmet (hard hat), safety belt/harness, reflective or high visibility clothing, and high intensity torch, insulated rubber mats, and insulated tools, caution boards

4.7 List different **types** of toxic materials

Types: Cleaning fluids, lubricants, insulating materials, flammable/combustible/corrosive chemicals: petrol, diesel, cleaning acid, battery acid, grease, paint, thinning agents

4.8 Describe the **effects**, **preventative** and **remedial actions** to be taken in the case of **exposure** to toxic materials.

Effect: Burning of eyes, skin infections, rashes, allergy, breathing difficulties

Preventative action: ventilation, masks, protective clothing/equipment

Remedial action: immediate first aid, report to supervisor

Exposure: ingested, contact with skin, inhaled

Learning Outcome 5: The candidate will understand types of basic scaffolding and relevant tools and materials

The candidate must be able to do the following:

5.1 Describe different types of basic scaffolding

Types of scaffolding: Independent scaffolding (Frame, Tubular, Modular), Static and mobile tower (Frame, Tubular, Modular), Putlog (Frame, Tubular, Modular), Birdcage (Frame, Tubular, Modular)

5.2 Describe how to use and maintain scaffolding tools

Use: manufacturers' instructions, safety

Maintain: cleaning, blade care (sharpening), oiling, repairing, replacing damaged tools

Tools: hammer, chisel, bolster, hand saw, guillotine, hydraulic cutter, scribe, power tools, try square, combination square, marking gauge, marking knife, compasses, tape measure, rule/ruler, ratchet, spanner, wrench, hoist, level, saws, plane, chisels (bevel edge, firmer, mortise), hammer, screw drivers (slotted, cross head), brace and bit, Power tools: sander, saw, drill, air stapler, angle grinder, portable power planer, power saw, drilling machine

5.3 Describe how to store materials in a safe manner

Materials: Ropes, gin wheel, steel plates, cleaning fluids, pallets, waterproofing agents, structural steel, lubricants, insulating materials, Tubular steel, Aluminum alloy, timber, couplers, scaffold boards, props, anchors, ties, beams, ladders and components

Materials for frame: Base plates, braces, platforms, ladders, guardrails, brackets, ties, screw jacks, coupling devices, nails, other fittings

Materials for tubular: Mudsills, platforms, guardrails, pipe, wedges, bolts, clamps and coupler (right angle, end to end, swivel, parallel, tie), bracing, ledgers, transoms, standards, tie-ins, putlog end, Toe board clip, plain base plate spigot, caster wheels with steel or rubber tyred wheel, adjustable base plate fixed swivel, sleeve, expanding joint pin spigot, adjustable reveal pin.

Materials for modular: Mudsills, platforms, guardrails, starter collars, ledgers, transoms, braces, other fittings

Store: Safe loading-unloading practices, stacking, racking, interlocking, blocking, labelling

Candidate assessment record sheets

Instructions

One complete set of competence achievement records must be provided for each candidate being assessed. The following section contains competence achievement records for the Skills Proficiency Award programmes.

The assessor should confirm achievement of each requirement with a tick in the appropriate box and note the date of achievement. The candidate should also initial and date each requirement to confirm the successful completion of the assessment.

Unsuccessful attempts should not be recorded on these sheets but recorded separately.

Upon completion of all requirements for the award the competence assessment record must be dated and signed by the candidate, assessor and external verifier before results can be submitted and certification requested.

Skills Proficiency Certificate in Basic Scaffolding

Competence achievement record

Candidate name (please print)

Practical competences		Standard achieved			
Health and Safety	(✓)	Date	Assessor initial	Date	Candidate initial
1.1 Carry out safe working practices to prevent hazards and to ensure the safety of working personnel and members of the public					
1.2 Inspect for faults, set up and safely use steps and ladders in general use					
1.3 Set up safety barriers around scaffold platforms to protect working personnel and members of the public					
1.4 Select and use protective clothing and safety equipment for specific tasks					
1.5 Use and store materials in a safe manner					

Tools maintenance and skills	(✓)				
2.1 Sharpen, set and top hand saws					
2.2 Sharpen and hone chisels and plane blades					
2.3 Assemble hand planes ready for use					
2.4 Cut timber, plywood and materials by hand using the correct tools					
2.5 Select, use, clean and store hand tools to construct, erect and dismantle scaffolding					
2.6 Select, use, clean and store portable power tools					

2.7 Cut a chase and a pipe hole in a brick or block wall using hand tools					
2.8 identify different materials and tools used for erecting basic scaffolding					

Erect and Dismantle Basic Scaffolding	(✓)				
3.1 Interpret information provided in scaffolding drawings					
3.2 Mark out the area to erect scaffold as per the drawing					
3.3 Check the stability of the ground/foundation/base on which scaffold will be erected					
3.4 Check different materials and tools required for erecting scaffolding					
3.5 Safely erect basic scaffolding in compliance with industry standards					
3.6 Select different tools required for dismantling scaffolding components carefully without damage					
3.7 Safely dismantle basic scaffolds					

Context:

Comments:

This is to confirm that the candidate has successfully completed the required tasks:

Candidate name (please print) and signature

Assessor name (please print) and signature

Verifier name (please print) and signature

Completion date
