Unit 318: Erect and dismantle access/working platforms

# Delivery guide

Unit information

This unit is about providing protection to the work area, interpreting information, adopting safe, healthy and environmentally responsible work practices, selecting and using materials (components), tools and equipment to erect, inspect, dismantle and store access equipment and working platforms.

Learners may be introduced to this unit by asking themselves questions such as:

* What access equipment is used for painting and decorating?
* How do I choose appropriate access equipment for a given activity?
* How do I use access equipment safely?

Learning outcomes

1. Understand resource selection
2. Understand working to a contract specification
3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Suggested resources

Textbooks

* Cook, A., Fearn, C., Walter, S., Yarde, B. (2014) *Textbook: Painting and Decorating for the Level 1 Diploma.* Hodder Education.   
  ISBN 978-0-85193-295-8
* Cook, A., Fearn, C., Walter, S., Yarde, B. (2014) *Textbook: Painting and Decorating for the Level 2 Diploma.* Hodder Education.  
  ISBN 978-0-85193-296-5
* Fulcher, A., Rhodes, B., Stewart, B., Tickle, D., Windsor, J., Butterfield, D. (2005) *Textbook: Painting and Decorating,* 5th Edition*.* Blackwell Publishing. ISBN 1-405-1254-9

Websites

* [HSE | Homepage](https://www.hse.gov.uk/toolbox/electrical.htm)
* [PASMA | Homepage](https://pasma.co.uk/)
* [The Ladder Association | Homepage](https://ladderassociation.org.uk/)

Legislation

* [HSE | Construction (Design and Management) Regs. 2015](https://www.hse.gov.uk/construction/cdm/2015/index.htm)
* [HSE | Health and Safety at Work etc. Act 1974 (HSWA)](https://www.hse.gov.uk/legislation/hswa.htm)
* [gov.uk | Working at Height Regulations 2005](https://www.legislation.gov.uk/uksi/2005/735/contents/made)
* [HSE | Manual Handling Operations Regulations 1992 (amended 2002)](https://www.hse.gov.uk/pubns/books/l23.htm)
* [HSE | Provision and Use of Work Equipment Regulations 1998 (PUWER)](https://www.hse.gov.uk/work-equipment-machinery/puwer.htm)
* [HSE | PPE Regulations 2021](https://www.hse.gov.uk/toolbox/ppe.htm)
* [HSE | RIDDOR 2016](https://www.hse.gov.uk/riddor/)
* [HSE | INDG344 - The Absolutely Essential H & S Tool Kit](https://www.hse.gov.uk/pubns/indg344.htm)
* [HSE| HSG150 - H & S in Construction](https://www.hse.gov.uk/pubns/books/hsg150.htm)
* [HSE information sheet - Tower Scaffolds CIS10](https://warwick.ac.uk/services/healthsafetywellbeing/guidance/work_heights/tower_scaffolds_hse_construction_sheet_10.pdf)
* [HSE | When a health and safety inspector calls](https://www.hse.gov.uk/pubns/hsc14.htm)
* [PASMA Code of Practice](https://pasma.co.uk/product/pasma-code-of-practice/)

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
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| 1. Understand resource selection | * 1. Characteristics of the resources | * Learners should be tasked with identifying and annotating given illustrations of the component parts of the scaffolding types: * ladders * stepladders / platform steps * trestle platforms / trestles and staging * podiums * hop-ups * mobile scaffold towers * stairwell protection systems (e.g. stairwell platform, fall arrest bags, body harness and connector, etc.) * protection equipment and notices. * Learners should be given a wide selection of photographs of defective scaffolding items / components and be able to identify the materials from which the component parts are manufactured, and all visual defects: * Timber * Aluminium * GRP (Glass Reinforced Plastic) * Steel * Ropes (natural fibre / synthetic fibre types). * Defects to include: * excessive sized knots * cracked / split / twisted rails / stiles / treads * repaired / painted timber * dents / misaligned / ineffective locking devices in * aluminium units * cracked / split / ragged edges on GRP units * loose / missing steel screws * damaged / loose steel hinges * damaged guide brackets / pulleys / latching hooks * worn / damaged ropes * GRP. * Learner should be able to explain the need for inspection of scaffolding components before use, during use, and after dismantling / before storing. |
| * 1. Use of resources | * Learners should be tasked with selecting the most suitable type of scaffolding giving consideration to: * Private / domestic dwellings (e.g. houses) * Private / commercial dwellings (e.g. care homes) * Commercial / retail (e.g. shops, offices, etc.) * Health facilities (e.g. surgeries, hospitals, etc.) * Industrial (e.g. factories, etc.) * Heritage Buildings. * In conjunction with the above criteria, learners should be given examples of work situations and be tasked with selecting the most suitable type of scaffolding relative to: * Working height required * Location of the work area (e.g. internal walls, ceilings, staircases: external features, windows, fascias, guttering, masonry, etc.) * Type of work (e.g. access only, light work, heavy work (requiring use of plant / equipment) * Duration of the work (e.g. short / long term) * Work zone location / space (e.g. area for erection, public access, etc.) * Effect of work on Client / business * Security of premises * Vernacular of Traditional / Heritage buildings. |
| * 1. Organisational procedures to select resources | * Learners provided with I.T. resources will be enabled to access Manufacturers, Suppliers, Hire Companies, etc. information, relative to erection / dismantling / manoeuvring of scaffolding types. * From given scale drawings and specifications for works, learners will be tasked with selecting suitable scaffolding, types, and be able to explain the reasons, and explaining the reason/s for their choice/s. |
| * 1. Hazards | * Learners will be able to state the manual handling hazards associated with erecting scaffolding: * lifting, manoeuvring into position, pushing, pulling, adjusting location * slips, trips, * cuts and abrasion * physical strains * overhead cables. * Learners will be able to state the hazards when using scaffolding: * scaffolding not ‘tied in’ to structure where possible * falls from height * overstretching * ignoring the ‘three point contact’ when working from ladders * incorrectly erected scaffolding (e.g. incorrect angle, overhang, not fully opened / extended ladders, etc.) * insecure base area (loose / soft earth, slippery, muddy, etc.) * incorrect components for tower (e.g. lack of hand rails, toe boards, platform hatches, outriggers, braked castors, etc.) * unsecured access when scaffolding has no operatives on site. * Learners should be given scaffolding related risk assessments and be able to understand the identified hazards and risks, and be able to interpret and follow the method statement correctly and in relation to the appropriate legislation. * Learners should be able to state the occasions when inspections are required by law: * pre-erection (for damaged components) * post erection (before use) * ‘handing over’ of scaffolding to users * after accident, incident or bad weather which may have affected the stability of the scaffolding. * Learners must be aware of RIDDOR, and be provided with practice Accident Report pro-formas to complete with the appropriate information relating to accidents, near-misses, and any new hazards which may arise during the work. They should also be aware of where to send the forms when completed and the importance of the time scale for making the report (if required). |
| 1. Understand working to a contract specification | * 1. Methods of work | * Learners will explain the need to work in conjunction with other trades on site, and the effect any obstruction created by scaffolding can have on their production rate. * Learners must be aware of the need to meet planned work deadlines and how if not met, it can have a severe adverse effect on the contract agreement. * For reporting situations such as those above, the learner will need to know the organisational procedures for doing so, even if the report has to be made to another Trade Supervisor / Manager. * When sharing an access resource (e.g. mobile tower) with other Trades, the learners will understand the needs: * to inspect the scaffolding, if not erected by themselves, before using it * to be aware of the weight / loading of the operatives / equipment. * Learners will be aware of the consequences of not following processes in the correct sequence of: * erecting scaffolding as close to work area as possible * securing / ‘tying in’ to the structure where possible (keeping in mind Historic Buildings) * inspecting before use (especially if the scaffolding to be used has been erected by another trade) * dismantling in correct sequence to maintain the stability of the remaining scaffolding / components * storing components tidily and in a safe location until scaffolding is removed from location / site. * For ladder work, it is important that the learner knows the correct method of moving / carrying a ladder in a safe manner to: * prevent serious personal harm / injury * prevent damage / injury to others in the work area * prevent damage to the building / workplace. |
| * 1. Tools and equipment | * Learners should conduct scaffolding inspections, and be given suitable documentation to record / label defective items; to whom they should report them, and to be able to explain how to remove them effectively from the workplace. * Learners should be given the opportunity to select, inspect and work from the following: * Ladders * stiles * rungs * tie rods (wooden types) * tension cables * ropes * pulleys * guide brackets * latching hooks. * Stepladders / trestles * stiles * treads / crossbearers * tie rods (timber types) * hinges * swingback * locking bars * platform * check blocks * non-slip tread inserts * Mobile towers * castor brakes * frames * braces * internal / integral ladder * platform staging boards * operating trapdoors / hatches (for each level) * handrails * guard rails * toe boards * outriggers (adjustable) * Learners will explain and demonstrate how to maintain and store the tools / equipment during and after erection of scaffolding to include storage conditions: * secure * covered / ventilated * laid flat / supported on bearers * alignment of check blocks * component material types stored together. |
| 1. Comply with the given contract information to carry out the work efficiently to the required specification | * 1. Demonstration of work skills to move, position/erect, secure, check, dismantle and remove | * Learners will demonstrate the use of scaffolding in the correct sequence for: * moving * erecting in location * securing * checking * accessing * working from * dismantling * storing of components after use. * Note: In the interests of health and safety it would be advisable for learners to be working in pairs when on the scaffolding. |
| * 1. Use and maintain hand tools and ancillary equipment to erect, dismantle and store at least two of the following access equipment to given access regulations: ladders/crawler boards, stepladders/platform steps, proprietary towers, trestle platforms, mobile scaffold towers, proprietary staging/podiums | * Learners must be able to name suitable accompanying tools and equipment which may be required when erecting scaffolding: * spirit level * spanners * screwdrivers * rope (synthetic types ‘weather’ better) * screw eyes (note: these may not be suitable or acceptable when working on heritage or traditional building stock). * Learners will be able to show that they can follow working instructions as provided by: * Manufacturers' instructions * Method statements supplied by Contractor / H&S Manager * Verbal / written instructions from Supervisor. * Learners will be able to select, erect and inspect suitable access equipment for interior and exterior work, to include: * ladders * stepladders / platform steps * trestle platforms * podiums * hop-ups * mobile towers. * Learners will be able to select and fix, in prominent locations, notices and protection equipment / barriers to provide a safe environment for: * other trades * clients and/or their representatives * other visitors * delivery operatives. * Learners will need to know the need to protect the following during work using scaffolding: * existing aesthetics which are to be retained (e.g. decorative ceilings, hardwood flooring, etc.) * structural features during manoeuvring scaffolding on interior works (e.g. lighting, special doors, etc.) * flowers and fauna on exterior works. |