

Temporary works training course

Training Guide

Guidance for trainees attending temporary works training courses



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First published February 2023

Revised May 2023, August 2023, January 2025, March 2025, March 2026, July 2026

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- 1.1 BS 5975-1:2024 clause 4.2.1 states that all those managing or influencing temporary works should have, as a minimum:

Requirement	How can it be achieved?
a. An understanding of the procedures outlined in BS 5975-1:2024;	Covered by attending CITB temporary works training courses
b. Up-to-date knowledge of their organization's procedures;	Covered by bespoke in-house temporary works training courses that can also lead to the relevant CITB TWCTC or TWSTC qualification
c. An understanding of the principles of risk management;	Covered by attending CITB temporary works training courses
d. Technical knowledge to both the role and the complexity of the work;	Some technical knowledge covered in CITB temporary works training courses and bespoke in-house or external training courses
e. Practical knowledge relevant to the complexity of the work.	Practical knowledge and experiences are gained over time

- 1.2 BS 5975-1:2024 clause 8.1.6 states that a contractor's procedures should include measures for appointing competent people into the roles of TWC, TWS, TWD and TWDC.
- 1.3 BS 5975-1:2024 clause 8.3.2.1, and clause 8.3.4.1, states that the designated individual should be satisfied the TWC and TWS have the necessary competency.

Temporary works training

- 1.4 The Construction Industry Training Board's (CITB) Site Safety Plus (SSP) courses are accepted in the construction industry as providing adequate knowledge and understanding for managing temporary works and designed for those about to be appointed as a TWC or TWS.

Course title	Who is it for?
2-day temporary works coordinator training course (TWCTC)	Designated individuals, project site management, contracts managers, quality managers, safety managers and advisors, and project or site engineers
1-day temporary works coordinator training course refresher (TWCTCR)	Those needing to regain the TWCTC qualification. Must be attended within 5 years of attaining previous TWCTC qualification
1-day temporary works supervisor training course (TWSTC)	Site supervisors, works supervisors, and site engineers

Introducing temporary works training

Course title	Who is it for?
Temporary works general awareness eLearning course (TWGATC)	A FREE eLearning course for anyone requiring general understanding of temporary works

- 1.5 CITB temporary works training courses cover the management and control of design and build risk. Wider experience will be gained from mentoring by experienced and qualified designated individual, temporary works coordinator or supervisor.
- 1.6 Whilst there are no pre-requisites for attend temporary works training courses, delegates who have achieved CITB's Site Supervision Safety Training Scheme (SSSTS) or Site Management Safety Training Scheme (SMSTS), or an equivalent qualification, will likely have a base level of knowledge and understanding related to the management control of temporary works and associated legislation and other industry guidance.
- 1.7 Suitability for attending a temporary works training course should be checked by the employer and training provider by undertaking an initial assessment prior to booking. Those attending should be in a construction-related role capable of fulfilling the requirements of either designated individual, temporary works coordinator or supervisor.
- 1.8 Attendance on, or successful completion of, any temporary works training course does not confer competency. Skills, knowledge, and experience must also be assessed for suitability to be appointed into a specific temporary works role. This should be assessed in line with a company's temporary works process usually by the organisations designated individual.
- 1.9 Additionally, the [Temporary Works forum \(TWf\)](#) have developed their own FREE temporary works eLearning courses as follows:

Course title	Who is it for?
Temporary works general awareness eLearning course	An eLearning course for anyone requiring general understanding of temporary works
The role of the designated individual eLearning course	An eLearning course for anyone appointed by an organisation's executive board as the designated individual for temporary works

- 1.10 In addition, the [TWf](#) provides a range of information sheets relating to temporary works competency and training.

Learning outcomes

2.1 The following high-level learning outcomes are shown in CITB's scheme of work for both the temporary works coordinator training course (TWCTC) and the temporary works supervisor training course (TWSTC).

Learning Outcome	By the end of the topic the learner will be able to	TWCTC	TWCTCR	TWSTC
1. Types of temporary works	DESCRIBE the different types of temporary works and temporary works solutions	✓	✓	✓
2. The history of temporary works and its legislative framework	DESCRIBE the history that set requirements for a series of changes, to create a robust, safety-conscious process for the design, installation, management, and removal of temporary works	✓	✓	✓
3. The causes and consequences of failure	EXPLAIN the hazards, risks causes and consequences of failure in temporary works	✓	✓	✓
4. The avoidance of failure	DESCRIBE the techniques used to avoid failure, focussing on the 4Cs	✓	✓	✓
5. Stakeholders' and duty holders' responsibilities and accountabilities	DESCRIBE the key roles and responsibilities of the primary stakeholders responsible for managing the safe implementation, management and dismantling of temporary works, including the appointment of key roles	✓	✓	✓
6. Management and control of design	EXPLAIN the management and control of the design, materials, components, and key solutions	✓	✓	✓
7. Key processes	DESCRIBE the key processes that form a safe system of work	✓	✓	✓
8. Procurement	STATE the key elements involved in appointing competent organisations, designers and contractors to manage the execution of the works on site	✓	✓	✗
9. Implementation risk classification	DESCRIBE the importance of implementation risk classification and its impact on risk management	✓	✓	✓
10. Key activities required during the active life of the temporary works	EXPLAIN the key considerations for the co-ordination, supervision and checking of work on site during the construction, erection and dismantling of temporary works	✓	✓	✓

About your course

Course programme

2.2 The following outlines topics covered on the 2-day TWCTC, 1-day TWSTC, and 1-day TWCTCR.

2-day	1-day	Module	Topic
Day 1	AM	Chapter 1 - Introducing temporary works 1. Types of temporary works 3. The causes and consequences of failure	– 1.1 Examples of temporary works – 1.2 Permanent works and temporary works – 1.3 Choice of temporary works – Workbook 1 Question 3 – The 3 P's – 1.4 The causes and consequence of failure
		Chapter 2 - Law and guidance 2. The history of temporary works and its legislative framework 4. The avoidance of failure	– Exercise 1 - Case Study 1 – 1.5 The Loddon Bridge Disaster – 2.1 The Bragg Report – Workbook 1 – 2.2 The British Standard – Exercise 2 – Hazards and Controls – 2.3 Summary of law and guidance – 2.4 Avoiding Failure – 2.5 The HSE – Workbook 2
		Chapter 3 - Organising temporary works 5. Stakeholders' and duty holders' responsibilities and accountabilities	– 3.1 Temporary works roles – 3.2 Temporary works competency and training – 3.3 Temporary works procedures - appointing the temporary works team – Workbook 3
	PM	Chapter 3 - Planning temporary works 7. Key processes 8. Procurement	– 3.3 Temporary works procedures - the temporary works process – 3.4 The temporary works implementation plan – 3.5 The temporary works register – Workbook 4

2-day	1-day	Module	Topic
Day 2	PM	Chapter 4 - Designing temporary works 6. Management and control of design	– Exercise 3 - Case Study 2 – Exercise 4 - The design brief – 4.1 The temporary works design brief – 4.2 Designers' responsibilities – 4.3 Design and build guidance – 4.4 The design checking process – 4.5 Design alterations – Workbook 5
		Chapter 5 - Implementing temporary works 9. Management and control of build 10. Key activities required during the active life of the temporary works	– Workbook 6 Question 38 - Execution Risk – 5.1 Execution risk – 5.2 Implementation risk classification – Exercise 5 – Table 1 and Table 2 – 5.3 Bringing temporary works into use – 5.4 Inspecting and testing temporary works – 5.5 Taking temporary works out of use – Exercise 6 – Who is responsible? – Workbook 6
		Course Assessment	– Learner personal review – Trainer review and feedback – Final exam

Course assessment

- 2.3 Your tutor will assess your participation in group exercises and by completing workbooks following completion modules.
- 2.4 To be eligible for the final exam you will be required to complete exercises, case studies, workbooks and quizzes set by your tutor.

The final exam

- 2.5 The final exam will be either a paper-based or electronic format for classroom and online courses. The exam is open book, and you may refer to all useful publications and course notes during your exam. The following table below summarises the final exam criteria.

About your course

Exam Criteria	TWSTC	TWCTC & TWCTCR
Time allowed	45 minutes	
Number of questions	20	22
Highest possible score	25 points	27 points
Number of <u>multiple-choice questions</u>	17	18
Number of <u>free-text questions</u>	3	4
Pass Mark	19 points	21 points
Pass Percentage	76%	78%
Percentage you must achieve to be offered a resit	60%	63%

Exam invigilation

- 2.6 The exam is invigilated by your course tutor, and where required, an additional invigilator. You will be provided an exam briefing immediately prior to starting your exam.

Exam resit policy

- 2.7 If you're not successful in passing the exam at your first attempt you may be eligible for a resit, but you must pass the trainer review, have completed all mandatory exercises and have achieved the minimum score. You must book and attend your resit exam within 30-days from the date you sat your initial exam.

Learning needs

- 2.8 You may be eligible for additional help if you have a specific learning need, or difficulty, such as dyslexia, dyspraxia, dyscalculia, ASD and ADHD.
- 2.9 Dependent upon your needs you can request additional time for the final exam and, if required, ask for a reader, and, if required, a scribe, to help read the exam questions and completing the exam paper for you based on your verbal responses.

Learner personal review

- 2.10 During the course you may be required to complete a learner personal review that will need to be handed to your trainer for review. This summarises, in your own words, how you intend to put into practice 3 key areas of learning.

Trainer review

2.11 Additionally, your trainer will undertake an assessment of your performance during the course including your participation, your commitment to learn and your actions and behaviours demonstrated throughout the course. You must achieve a 'pass' in at least 2 of these key performance criteria.

Group exercises

2.12 CITB require 11 exercises to be completed that are covered in all 3 courses. These are outlined in the table below.

CITB Exercise	Exercise Summary	TWSTC	TWCTC	TWCTCR
1A	1. List as many different types of temporary works and related specialist technical terminology	✓	✓	Optional
1B	2. Define temporary works and describe how they differ to permanent works	✓	✓	Optional
2A	3. Identify hazards and risks in two different temporary works	✓	✓	Optional
2B	4. Explain the causes of failure linked to the 3 P's, the impact, and consequences of failure	✓	✓	✓
3A	5. Describe the purpose of specific documents such as the temporary works register, design brief etc	✓	✓	✓
3B	6. Describe what role you have in carrying out specific actions relating to the safe execution of temporary works	✓	✓	✓
4	7. Identify key features of temporary works in an image or drawing	Optional	✓	Optional
5	8. Explain what should be addressed in a temporary works process	Optional	Optional	✓
6	9. Record who is responsible for specific actions for the safe execution of temporary works	Optional	Optional	Optional
7A	10. Carry out an audit of specific temporary works documents	Optional	Optional	Optional
7B	11. List the activities of a temporary works supervisor	Optional		

About your course

- 2.13 For complete coverage, all mandatory and optional CITB exercises, have been amalgamated into tutor-lead exercises, case studies and self-guided workbooks. These are outlined in the table below.

Exercise #	Topic covered	TWSTC	TWCTC	TWCTCR	CITB Exercise
Workbook 1 (Question 3)	The 3 P's	✓	✓	✓	2B
Exercise 1 (Case Study 1)	Loddon Bridge Disaster	✓	✓	✓	2B
Exercise 2	Identify hazards and controls	✓	✓	Optional	2A
Workbook 1	Introducing temporary works	✓	✓	✓	1A, 1B
Workbook 2	Law and guidance	✓	✓	✓	6
Workbook 3	Organising temporary works	✓	✓	✓	3B, 6
Workbook 4	Planning temporary works	✓	✓	✓	3A, 5, 6, 7A
Exercise 3 (Case Study 2)	Tutor guided	Optional	✓	✓	2B
Exercise 4	The design brief	✓	✓	Optional	2A, 4, 7A
Workbook 5	Designing temporary works	✓	✓	✓	3A, 5, 6, 7A
Workbook 6 (Question 38)	Execution risks and controls	✓	✓	✓	3B, 5, 6, 7B
Exercise 5	Table 1 and Table 2	Optional	Optional	✓	5, 6
Exercise 6	Who is responsible?	✓	✓	✓	3B, 6
Workbook 6	Implementing temporary works	✓	✓	✓	3B, 5, 6, 7B

Appeals

- 2.14 You may appeal any assessment decision by contacting your training provider or tutor, or by contacting CITB directly. Go to [Appeals procedure](#) for more details.

How to answer multiple-choice questions

3.1 The following table provides a better understanding of how to answer multiple-choice questions.

Step	What you should try to do
1. Read each question carefully	Take the time to carefully read each question-and-answer choice. Use a highlighter to ensure you catch words in the question like “not” that could easily trip you up. Many students choose the answer that is the opposite of the correct response simply because they miss a word, misread the question, or forget what the question is asking.
2. Come up with your own answer	Once you understand what the question is asking, think about what the right answer should say or contain. Use that ideal answer as a benchmark to measure the available choices. This can help you avoid falling into a trap.
3. Look for common types of wrong answers	It is hard to write a good multiple-choice exam, so instructors often fall into patterns, particularly when formulating wrong-but-attractive choices. If you learn to recognize frequently used options, they will be easier to eliminate.
4. Eliminate answers in two rounds	i. The process of elimination is central to success on multiple choice exams. In general, you want to conduct your eliminations in two rounds. ii. During the first round, eliminate anything that is flat out wrong: the answers that contain false information, that are irrelevant to the question, etc. In a perfect world, this would lead you to one correct answer. Often, this leaves you with two options, over which you are likely to agonize. iii. This is where the second round of elimination comes in. Before you obsess over your remaining answer choices, re-read the question. Remind yourself what you are looking for in a correct response. Then, compare the remaining responses. If you cannot find a difference between them, then it is likely that neither is correct, and you have eliminated the correct response earlier. iv. Usually, you will be able to find a few differences among the remaining options. So, which answer corresponds most with the course material and the question posed?
5. Do not obsess over your choices	Excessive wavering between two answer choices is usually a waste of time. If you’re down to a couple of options, you have a 50% chance of choosing the right answer. Compare your remaining choices, isolate similarities, and differences, and make a choice. Usually, multiple choice exams have lots of questions, and they are all worth the same amount.

Step	What you should try to do
	Don't waste time obsessing over a hard question when an easy question does just as much to raise your score.
6. Manage your time	Before the exam begins, look at how many questions there are and divide your time into segments. Tell yourself: "I will have completed 10 questions by the x minute mark, 15 by the y minute mark, etc." When those time markers arise, check to see how many questions you have completed. If you are behind, start to push yourself to make quicker decisions once you've narrowed your choices down to two. Do not check the time after every question! This is a waste of your time. However, you need to be aware of the clock to ensure you get to all of the questions. As mentioned, usually questions are weighted equally on these types of tests, so there is little benefit to completing hard questions rather than easy ones.
7. Answer every question	If you have not completed all the questions when there are only a couple of minutes left, pick a letter and guess on all remaining questions. You have a 25% of guessing correctly! And a guessed correct response is worth just as much as one that is based on careful reasoning, time management, and studying.

How to answer free-text questions

3.2 The free-text question will start with an action verb that will indicate the level of detail required in the answer. Completing the course [workbooks](#) will assist in developing your skills in providing an adequate response relating to the action verb within the question.

Action verb	Meaning	Example question	Model answer
Define	To give the meaning of a word, phrase or concept, determine or fix the boundaries or extent of. A relatively short answer, usually one or two sentences, where there is a generally recognised or accepted expression.	DEFINE (<i>Part 1</i>) the term 'hold point' <u>and</u> using your experience GIVE (<i>Part 2</i>) an example	(<i>Part 1</i>) A hold point is a stage in the temporary works process where no further progress is to be made until the necessary permit or action has been completed. (<i>Part 2</i>) An example would be carrying out a pull test on a construction fixing securing access scaffolding to the façade of a building prior to allowing people to access.

Action verb	Meaning	Example question	Model answer
Describe	To give a detailed information about the main features of something, but without trying to explain it. When describing something, the examiner should be able to picture what you are talking about.	<i>DESCRIBE the mechanical hazards associated with a bench grinder</i>	An entanglement hazard would be associated with the rotating spindle that the abrasive wheel is mounted on. Drawing in and trapping is associated with the gap between the tool rest and the rotating abrasive wheel. Friction or abrasion hazards would be associated with the surface of the rotating abrasive wheel and puncture hazards could be created by flying fragments or pieces of ejected broken wheel.
Explain	To give the reader a thorough understanding of what you are portraying, this command word tests your ability to know or understand the why or how something is happening.	<i>EXPLAIN how sensitive protective equipment (trip device) can reduce the risk of contact with moving parts of machinery</i>	Sensitive protective equipment is designed to identify the presence of a person or body part within the danger zone of machinery. Examples of such devices include pressure mats and light beams which are connected to the machine controls and would stop the machine rapidly should a person or body part be detected.
Give	To give short, factual answers, or an example of or the meaning of something. Normally a single word, phrase or sentence is sufficient.	<i>IDENTIFY <u>four</u> types of safety sign <u>and</u> GIVE an example in each case</i>	1. Prohibition signs - e.g. no smoking 2. Warning signs - e.g. Caution Hot Surface 3. Mandatory Signs - e.g. Wear Ear Protection 4. Emergency or Safe Condition Signs - e.g. first-aid box
Identify	To give to reference to an item, which could be its name or title. Normally a single word or phrase is enough provided it is clear and concise.	<i>IDENTIFY <u>four</u> hazards associated with excavations</i>	1. Collapse of the sides 2. Water ingress 3. Falling materials 4. Underground Services
List	Same as 'Identify'		

Action verb	Meaning	Example question	Model answer
Outline	A summary of the most important points or issues, but without providing a long explanation/description.	<i>OUTLINE <u>four</u> hazards associated with excavations</i>	1. Collapse of the sides due to unsupported trench or incorrect angle of the sides 2. Water ingress through heavy rain or burst water main 3. Falling materials such as the spoil dug from excavation or materials and tools stored at ground level could fall in 4. Contact with underground services such as striking electricity, gas or water utilities
Provide	Same as 'Outline'		

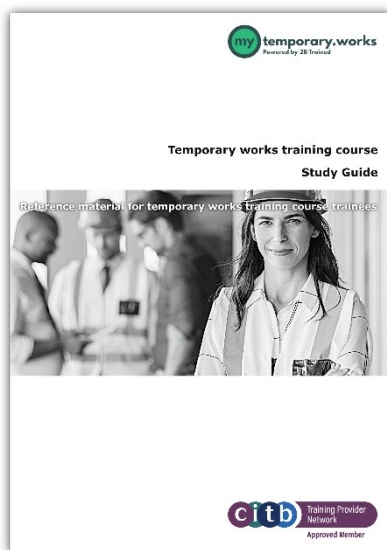
3.3 In summary,

- Read each question fully and make sure you answer the question as it has been written.
- For *multiple choice questions*, eliminate the wrong answers from the list to reduce the choices to get closer to the right answer.
- For *free-text questions*, note the action verb used and the marks available as this will indicate how much information you need to provide, and how many examples.
- Take your time and make use of the whole time available to you.
- To make best use of your time, progress through the exam paper answering easier questions first.
- Bookmark any more challenging questions and return to them.
- Refrain from changing answers unless you know the answer you have given is incorrect.
- If you are unsure of the answer, consider the topic of the question to guide you to find the answer in any reference material you are permitted to use.
- Leave time to review your answers.
- Submit your answer paper once you have answered all questions.

- 4.1 You will be provided with a range of study material to use during your training courses. These publications are collectively called the [Trainee Pack](#) that includes a range of reference material, tutor-guided exercises and case studies, and workbooks to assist in your learning.
- 4.2 All reference and study material follows CITB's scheme of works, and the training course syllabus covering all learning outcomes for temporary works coordinator training course (TWCTC) and refresher (TWCTCR) and temporary works supervisor training course (TWSTC).

Course publications

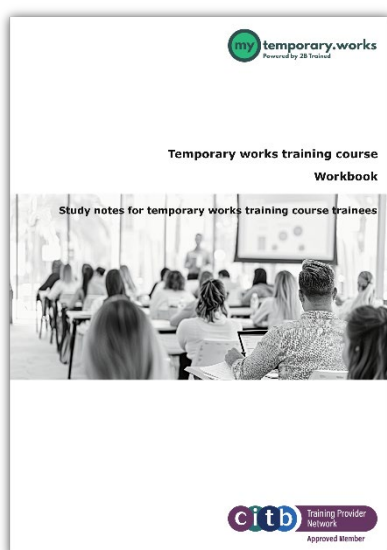
- 4.3 The following publications will be used during your training course. All reference documents will be provided by your training provider and tutor.



Temporary works training course
Study Guide



Management procedures for the control of
temporary works BS 5975-1:2024



Temporary works training course
Workbook



How to manage temporary works in
construction Document Pack

How to appeal an assessment decision

- 5.1 If you, or your representative, disagrees with the result of an assessment, or proposed action plan or assessment plan, you, or your representative, should explain the basis of the disagreement to the trainer or assessor, or the trainer's or assessor's quality assurance representative, at the time when feedback is provided.
- 5.2 Your trainer or assessor, or the trainer's or assessor's quality assurance representative, will highlight clearly to you, or your representative, why the assessment criterion has not been met, or the reasons for the proposed action plan or assessment plan. This type of 'negotiation' does not constitute an informal or formal appeal.
- 5.3 If, after such a feedback session, the disagreement has not been resolved, you will be directed to the training provider's quality assurance representative who will try to resolve the issue through informal discussion with you, or your representative.
- 5.4 Records of informal discussions will be recorded in writing and will be available to you, or your representative, the trainer's or assessor's quality assurance representative, the training provider's quality assurance representative, your company and if required, your booking agent.
- 5.5 If, after informal discussions, you are still not satisfied with the decision at this stage you can make a formal appeal, in writing to the training provider's quality assurance representative. This must be sent within 7 working days of receiving the original assessment feedback.
- 5.6 On receipt of your formal appeal, the training provider's quality assurance representative will try to seek a solution negotiated between you and your trainer or assessor.
- 5.7 If it is not possible to reach an agreement, then a date will be set for an Appeals Panel to meet. The Appeals Panel will consist of a minimum of two qualified trainers or assessors not involved in the original decision. It will meet within 14 working days of the receipt of your formal appeal by the training provider's quality assurance representative.
- 5.8 Records of all formal appeals will be recorded in writing and will be available to you, the trainer's quality assurance representative, the training provider's quality assurance representative, your company and if required, your booking agent.
- 5.9 The Appeals Panel will ensure that full original details in writing are obtained from both you and the original trainer or assessor.
- 5.10 The outcome of the formal appeal may be either confirmation of the original decision, a re-assessment by an independent trainer or assessor, judgment that adequate evidence meeting

the assessment criteria has been shown, or an opportunity to re-submit for assessment within a revised agreed timescale.

- 5.11 The written decision of the Appeals Panel will be issued to the learner within 7 working days of the Appeals Panel meeting.
- 5.12 Records of all decisions made by the Appeals Panel will be recorded in writing and will be available to you, the trainer's quality assurance representative, the training provider's quality assurance representative, your company and if required, your booking agent.
- 5.13 If you are still not satisfied with the decision at this stage and this procedure has been exhausted, you have the right to appeal to the Awarding Organisation as follows:
 - **For CITB courses** you can write to, The Approvals and Compliance Manager, 4 Cyrus Way, Peterborough PE7 8HP, or you can email to quality.assurance@citb.co.uk, marking your email for the attention of the Approvals and Compliance Manager.

